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ABSTRACT

This volume presents papers given at the Seventh Annual Conference on Reading of the North Carolina Council of the International Reading Association. General-session addresses include "Reading: The Passport to the 80s" by Lewis C. Dowdy, "Developing the Habit of Reading Success" by William K. Durr, "Neither Simple-Minded nor Muddle-Headed Be" by Leo C. Fay, and "Reading and Learning Disabilities" by Jules Abrams. Among the topics of the 12 group-session addresses are reading disability, the teaching of reading in an open education environment, prevention of reading problems in early childhood, and the training of Paraprofessional staff. Other group discussions examine reading for special students, the American ballad, music and dramatics in the reading classroom, helping relationships between people, reading and citizenship, reading for the consumer, and effective uses of mass media for promoting reading. Lists of the council's elected and local council officers for the 1975-1976 period are included. (KS)

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Edited by

Richard C. Culyer, III

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INTERNATIONAL READING ASSOCIATION

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FOREWORD

Since 1972 the North Carolina Council of the International Reading Association has published an annual copyrighted edition of the proceedings of its state conference. Each volume contains practical ideas and relevant information designed to keep busy educators in contact with tried-and-proved ideas as well as to present current information of significance. Each volume is sold **at cost** to disseminate information on a widespread basis.

Like its sister volumes, **Expanding Reading Interest—Response—Achievement** is destined for widespread dissemination. Previous volumes in the series have been purchased by professionals and libraries in forty-eight states.

The following titles can be secured from the Editor. Prices include tax and shipping and handling.

Translating Theory into Practice	$2.33
Assuring Every Child the Right to Read	$2.33
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Richard C. Culyer, III
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NCCIRA
Rt. 3, Box 80
Mt. Gilead, North Carolina 27306
October 31, 1975

INTRODUCTION

The Seventh Annual Conference on Reading of the North Carolina Council of the International Association was planned with the belief that much reading progress is intangible and immeasurable and that the skills of reading may be acquired through means other than ceaseless, colorless drill. Further, it is true that the all-important relationships between pupil and teacher; teacher and teacher; and teacher pupil-world influence the learning climate in the reading class and the verity of the life-time reader. A final belief is that a conference must be worth the time it takes from one's life.

The theme Expanding Reading through Interest, Response and Achievement was used to build motivational sessions for educators, parents, and the general public to guide and contribute to the pleasure and instruction of reading for the special citizens of our state—the youth. Action sessions, mini-workshops, exhibits, processes and entertainment were used to convey the multi-facets of reading instruction. The inclusiveness of the program was an attempt to make possible a proper balance between intensive and extensive reading and to meet the changing needs of reading instruction. The enduring value of reading we treasure, and reading experiences must be given permanent form to enrich mankind throughout time. Adding to the usual national scope, warmth, and friendship of every NCCIRA Conference on Reading were two past presidents of IRA, Dr. Leo Fay and Dr. William K. Durr.

The energy crisis prompted municipal governments and corporations to diminish or halt altogether the spirals, swirls, and spouts of exciting water fountains. Even the scintillating colored lights have ceased to play magic on the waters. Those same crises caused inflated prices for travel and accommodations, yet hundreds of educators and professionals of various kinds met the costs for two days of inspiration, renewal, and achievements at the NCCIRA Conference. Dedication and devotion to the extension of the essence of the human soul—reading—carries no monetary value. These are the persons who make up our Conference. These are the persons who serve for the mutual joy of striding through the reaches of time to advance the skills and pleasures of reading for the thousands whom they guide to learning.

The members of NCCIRA who attend the previous six conferences anticipated the seventh as one does a momentous family gathering. Happy chatter, friendly embraces, broad smiles, and the good aspects of fellowship confirmed the fact that all we had sought—and more—lifted our spirits, fed our minds, and loaded our arms with materials from congenial exhibitors to guide that purchase if a hoped-for dollar suddenly appeared. Nobody can doubt that the reading leaders attending the Seventh Annual Conference on Reading of NCCIRA are expanding reading and that soon the kids back home will share also—Interest, Response, and Achievement.

* * * *

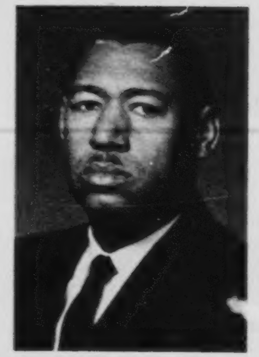
My deepest thanks go to the participants, to dozens of NCCIRA members, and to many others who helped in countless ways to assure the success of our Conference. The largest registration ever marks the noteworthy achievement of our efforts. A very special commendation goes to Exhibits Chairperson Miriam Parker of Raleigh, who helped to make planning the Conference a pleasure. Immeasurable is my gratitude and love for the never-failing support and helpful labor of my husband. It **is** a reading world after all. We have found the center in the North Carolina Council of International Reading Association.

Clara Scarborough, President
NCCIRA
607 Catalina Drive
Greensboro, North Carolina 27611
Oct. 20, 1975

I. GENERAL SESSION ADDRESSES

READING: THE PASSPORT TO THE 80's

LEWIS C. DOWDY



Dr. Samuel Johnson, one of the giants of English Literature, aptly noted: "A man ought to read just as inclination leads him, for what he reads as a task will do him little good." Sir Francis Bacon, another distinguished English writer, said: "Reading maketh a full man." Thomas Carlyle wrote: "If we but think it, all that a University or final highest school can do for us is still what the first school began doing." These quotations, I believe, give us some pertinent thoughts for this conference. Being neither a reading teacher, specialist, nor a modern methodologist, I find it far out of my domain to dictate procedures for teaching reading, but reading to me is not only the most important subject in the curriculum, but it is also the very common denominator of all learning. Traditionally, it has been regarded as the "tool" for achieving all learning. We are all aware of the fact that the high schools and colleges of this nation have many students who cannot read above the elementary school level; therefore, the teaching of reading has become a matter of extreme urgency on all levels of learning. In my remarks to you this morning, I have chosen the subject: "READING: THE PASSPORT TO THE 80's."

We have already reached the middle of the 70's. We have lived to see the day that all Americans, buttressed by our forefathers' years of unrelenting struggles, resist every sign and symbol of inadequacy and inability to cope with any system which impeaches or tarnishes our humanity. Moments of truth and accountability in the field of education have reached us, and we must be able to face them. Whether or not we accept the belief that the world is today in the throes of a great revolution, we cannot fail to perceive the vast and rapid changes which are occurring in our material and ideational realms. The type of world now surrounding us demands and requires a repertory of teaching and intellectual skills which were little needed in the past. We see subtle relationships between illiteracy and poverty; the problems related to hunger and disease in our nation are being more carefully scrutinized while functional literacy has gained recognition as being an indispensable, intellectual tool which enables man to cope productively with the technological developments of this century. We are living in a time when we must examine revolutionary practices which are the results of the pressures of change, and we must be able to prescribe satisfactory pedogogical measures to meet these changing times.

I believe that history will record this period of American educational growth as one of tremendous forward strides by both American teachers and pupils. Without a doubt, it will be assessed as a time in which pupils had access to high quality reading instruction, the kind of instruction that serves as an open door to greater learning and achievement. Reading teachers and specialists will be recorded as dedicated individuals who made substantial contributions to this important breakthrough for our students.

Needless to say, it is the quality of reading instruction that determines the reputation of our schools today. Schools exist to educate boys and girls and to prepare them for useful participation in society. If pupils fail to learn to read, our schools feel their failure. If they succeed in learning to read, our schools reap their share of the glory.

One of the paradoxes in this golden age of educational achievement is revealed in the following statistics:

The Problem Nation-Wide

1. Three million American adults cannot read.
2. Eight million American school children need special help in reading.
3. Fifteen million American school children read below grade-level standards; 12% of nine-year olds, 25% of 11-year olds, and most of all, 847,000 annual school dropouts read at a level two years below grade standards.
4. Some 18.5 million adults (13%) cannot read simplified "survival forms"—medicaid, driver's license, bank loans and welfare applications—according to a recent Harris Poll.
5. Up to 50% of junior college entrants cannot begin normal course work without reading help.
6. Twenty-five million workers (33%) cannot get better jobs because they cannot read well enough.
7. Three percent of colleges and universities have no requirement for elementary teachers of reading.
8. Fifty percent of the colleges focus on the teaching of reading as a related subject, such as language arts.

The Problem State-Wide

1. Secondary teachers receive little or no training in the teaching of reading; moreover, no exposure to the teaching of the reading of their subject.

According to a report of the State Assessment of Educational Progress in North Carolina, as prepared by the Division of Research of the State Department of Public Instruction, "North Carolina students average approximately seven months behind in reading comprehension, and seven to ten months behind in basic language skills."

What are the implications of these statistics in the age of spectacular and dramatic progress in technology, a technology that has practically reshaped the earth? What is their significance to us as educators in an age during which man has succeeded in exploring previously unknown areas of space, yet has failed to teach our children to read well? What do they suggest to us while we are doubling our scientific knowledge, but are finding it difficult to teach our children to develop and articulate understanding of the world in which they live, through the medium of reading comprehension? What do they say for the very low or for the very high?

In simple terms, the statistics indicate that technological advances have exceeded advances made in classroom reading instruction when, really, the situation should be the other way around. Through various funding sources available to some schools, notable gains have been noted and outstanding promising practices have been cited. In order for increased and widespread revolutionary changes to occur for emergence into the 80's with a first-class passport, ample funds, commitment, and a viable creed to meet the challenges of a space and technological age to produce readers who read must become reality. Every reading teacher should have alternatives to exploit media technology for the improvement of reading instruction. Should we care to visualize reading classrooms in the future, we will envision every school equipped with such media technology as talking typewriters, reading computers, video-taping, walls of pupil books selected by pupils to meet their preference rather than the teacher's, and with read-ins all over the classrooms. There will be reading resource centers for learners, teachers, aides, parents, guardians, retired workers who care. Teachers will facilitate learning to read; they will encourage, guide, direct, and foster reading growth. Technological media will assist the teacher where it will be a more effective catalyst. It will suggest reading instructional strategies, alternatives, prescriptions, assessments, and what is actually happening or needs to happen. These instructional dimensions, I believe, would fill the gap between reading progress and technological process, and between theory and practice. I believe they would help to change pupil performance so it could be discerned that they had mastered new skills and had developed more favorable attitudes toward reading. More needs to be done about the affective domain in learning to read, for how the learner feels, what he values, what he says, does and is, are as vital to the mastery of reading ability as what the teacher says, does, and is, influences that growth in reading.

Good teaching is a continuous learning and productive process at any level, encountering changes. It must undergird the plans, organization, and implementation of all future reading designs if our students are to be provided with viable passports of communication in the 80's. The pervasive attitude of educators should be one that favors and fosters such research, experimentation, and innovation in the teaching of reading that makes reading personable, personalized, and special for each child. It is not change for its own sake, but change carefully calculated to lift the level of reading and learning.

To use effectively a passport in the 80's, children must be taught more than the rudiments of reading and the other subjects of the curricula. They must be taught how to cope with a changing world and the problems the world presents today and will present tomorrow. Teaching must inspire children to read widely, not only at school, but also during their leisure time anywhere and everywhere. It must inspire in them the development of the natural inclination toward reading which Dr. Samuel Johnson mentioned in the eighteenth century. Children must be inspired and love to read until they become the full men and women that Sir Francis Bacon mentioned — men and women filled with knowledge of great literature, knowledge of the arts that lift men's spirits and remind them of their enduring dignity as thinking, sensitive human beings with challenges to meet. Teaching must be geared to preparing students to make an adequate living and to enjoy the good life. It should prepare them to analyze and solve their personal and group problems; it should lead them to use the English language effectively; to understand their history and to appreciate their cultural heritage and that of others as well; to use their natural resources; to make wise choices; to build a better world through wide reading and understanding.

Yes, there must be changes in education that highlight reading if it is to be useful in the 80's. We must begin now to look at new objectives that will reflect education in the future as transcending mere academics. Our concern must be education for living, education for solving life's problems, education for coping with the natural environment, and education for building better human relationships.

Where do we begin to effect such changes? We must begin with the dedicated, perceptive, enthusiastic teacher of reading who will enhance his or her professional expertise by manifesting interest in and love and respect for the dignity and capacity of the individual pupil. We must give more than lip-service to the concept of providing and coping with individual differences. We must truly and honestly deal effectively with children's individual potentialities.

The teacher's performance should be characterized by ever-enriching activities; constant observation of pupils' needs, attitudes, changing values, and purposes; and constant nurturing where the need for it exists. This kind of performance will increase the quality of reading as the teacher works individually with each student in his unique psycho-social environment. In such a learning environment, each child is linked to his personal capacity to achieve rather than to a common prescribed course or group expectation as is customary in the traditional classroom. It is this kind of concern for the individual child that must dominate reading instruction for a passport to the 80's, for it will foster not only student independence, but also self-direction toward the development of competence in reading ability.

It is my opinion that the full achievement of our goals will require (1) that classes be held to a maximum enrollment of 15 to enhance instruction and to provide a more human individual touch in the classroom; (2) that teachers have a schedule which will permit them to teach only half of the school day with the other half spent in planning for the next day's work. Therefore, there will be some who will teach in the morning and others in the afternoon; (3) that ample clerical assistance be provided so that teachers may spend the time necessary in the preparation of the real job they are being paid to do — to provide the finest instructional program possible, to facilitate learning; and (4) that each school have a business manager to attend to the business aspect of the school to free the principal to become the educational engineer and real supervisor of instruction.

In trying to be true to ourselves, through the variable gusts of these troubled years, we must not settle for other people's definition of our function. We live at the sufferance of a political and highly utilitarian society. But we cannot afford to be simply the mirror image of that society, nor can that society afford to let us be. Whatever catering we must do to the career utilities of the market and to the egos of the hustings, we have a central task to perform that comes close to our ultimate reason for being.

Preposterous as it sounds in the present manpower-oriented, cost-benefit context, we must affirm that it makes a difference that Virgil took Dante on a guided tour; that Gilgamesh feared death; that Job found his way through undeserved pain; that Michelangelo created a Creator; that Beethoven composed his Ninth Symphony; that Tycho Brahe counted stars; that Buddha made friends with snails; that Langston Hughes noticed raisins in the sun and that Lorraine Hansberry noticed Langston Hughes; that Kant found a categorical imperative; that Maslow observed promise in the growing tips of human personality; that the Grand Inquisitor chastised Jesus; that Einstein pondered arcs; that William Butler Yeats found Innisfreedom.

Education must be at its finest hour. It is education that takes persons into account, that seeks, fosters, and builds upon the universal human quest; an education that believes that man should be master and not slave to his own inventions; an education guided by unattainable values, creating its own procedures for insights which reflect detailed knowledge of boys and girls, communities, and the nation's society.

The quest for quality in education cannot be satisfied in any other way than through good teaching. It matters not how beautiful the philosophy and objectives are, how well written and comprehensive the state curriculum guides are, the implementation of the educational program must take place where the students learn — in the classroom or with the classroom teacher. The master of the situation should be the principal, who is the education engineer, the diagnostician, the evaluator, the examiner, the true supervisor of instruction. The custodian of this learning is the classroom teacher, and this person must be assisted constantly by an expert.

So much depends upon each of us as individuals. We are the sustaining force in this whole process as we strive to fulfill the American dream. I ask you now to let no low-level expectation, no lukewarm interest in our cause, no shallow dedication to our way of life render us helpless in the grim faces of the barbarians of ignorance, prejudice, and complacency. Let civilization and our way of life be protected, preserved, and refined more completely because our collective and individual aspirations and expectations are insurmountable; our motivation and drive unsurpassed, our determination as stead fast as Gibraltor; our dedication to our great cause as unswerving as the laws of the Medes and Persians; and our pledge to continue our efforts to build a new community as continuous and constant as time.

DEVELOPING THE HABIT OF READING SUCCESS

WILLIAM K. DURR

Let us examine some dimensions of developing the habit of success with children in reading. I believe that it is vital for us to establish the habit of success with pupils; however, as I talk with people in various walks of life, I find that this is not a universally held belief.

Some people reason like this. School is preparation for life, and adults meet lots of failures in life. If we are going to prepare children for life, we need to give them many failures in school. This simplistic notion overlooks the fact that children can develop habits of failure which, in themselves, would reap adult failure.

It was Addison who said, several centuries ago, "What sculpture is to a block of marble, education is to the human soul." Just as the first few chips that are taken from a block of marble begin to delimit the statue that will be made from the block, so the first experiences we provide for boys and girls begin to delimit the kinds of adults they will be. If we provide successful experiences for them, they are more likely to be successful adults.

William Glasser, in a book called **Schools Without Failure,** said; "As we fail, we tend to give up, to become more lonely and to become immobile prisoners of our failure. Like prisoners we go nowhere." Our job, then, is to prepare pupils so they do not become prisoners of failure; so they do go somewhere.

With the conviction that success is important, the question then becomes, "How do we do it?" How do we develop the habits of success with our pupil?

The first essential ingredient in the development of successful habits is that **we** must believe that each child has worth. We must believe that he or she is going to succeed if the child is going to believe it. It is not always easy, but if we do not believe in our children we can convey our disbelief to them.

Some teachers do not believe in their children's abilities to succeed. For example, last year while making an educational movie in a suburb of Detroit, the camera man tried to put children at ease so they would not be afraid of the lights and camera. After a second-grade teacher brought her class into the room, the camera men said, loud enough for the children to hear, "My, these are smart children, aren't they?" The teacher, also loud enough for the children to hear, replied, "Oh no, this is not a smart class at all. The class I had last year was smart."

Another experience involved ten junior high school boys who were talking to each other about teachers. They did not know that anyone was listening. One of them, referring to a previous second-grade teacher who had since moved away, said, "Oh, yeah, I remember her. She's the teacher who made Fisher dumb."

Fisher, interestingly enough, was a seventh-grade boy who was in the discussion group right then. When the conversation was interrupted and Fisher was asked for an explanation, he said, "Well, I'll tell you. When I was in second grade, I had her and she became convinced that I couldn't learn. So, when other children were having arithmetic, I was washing the blackboard. When other children were having reading lessons, I was outside dusting erasers. This went on all year. Now, I don't think I'm dumb, but I ain't really too smart and I missed that whole year of teaching. Then she passed me on to the third grade, and I've never been able to catch up since." This teacher was sure that Fisher could not learn and because she believed it, it became a self-fulfilling prophecy.

Recently, while studying reading in the Soviet Union with a small group of educators, we found that the children we observed were very proficient readers. We talked about this and concluded that there were two things that seemed to lead to success for these children in reading. First, there was a high value placed on education in all segments of society. Everyone we talked with, whether in education or not, was convinced that education was important. Second, and what seemed to us to be most vital, there was a conviction on the part of everyone that the child would succeed in reading. The teachers were convinced of it, the parents were convinced of it, the man who managed the automobile factory was convinced of it, and the childern were convinced of it. Because of the conviction that children would read, they did read.

Too often, in our country, we have a tendency to look for reasons why children will fail instead of being convinced that they can succeed. If they can't read, they have dyslexia. If they can't read, they have perceptual difficulties. If they can't read, they are from a low socio-economic community. The blame is put on the child as we look for reasons he will not succeed instead of our having the complete conviction, the honest sincere conviction, that the child **will** read.

A story is told about a small, first-grade boy who became lost in the school hallways on the morning of his second day in school. The bell rang and school had started, but Billy was roaming around the halls. Finally an older child took him by the hand, asked him who his teacher was, and took him to his room about ten minutes after his class had started. The teacher was working with a reading group as Billy came in. When she saw him, she looked up and said, "Well, come in, Billy, we've missed you." Think of the kinds of things the teacher could have said. For example, "Come in, Billy, you've broken the rules wandering around the halls." That says to Billy that the rules are important, not him. Or she could have said, "Come in, Billy, the principal wouldn't like it for you to be wandering around the halls after school has started." That says to Billy that the principal is important, not him. Or she could have said, "Come in, Billy, you've missed too much of your lesson already." That says to Billy that the lesson is important, not him. But she didn't say any of those things. She said, "Come in, Billy, we've missed YOU."

We must have faith in the child and faith in his ability to succeed if he is to have faith and belief in himself.

A second essential ingredient in developing the habits of success is providing a reachable goal for our students. This we can do by teaching them at their instructional levels. Despite our understanding and agreement with this principle, it is not always translated into practice.

For example, I recently visited a junior high school where the students had been grouped into rooms according to reading achievement for seventh-grade English classes. There were thirteen such classes and, in each one, the pupils were homogeneous in reading achievement. Although the most advanced class had college level reading ability and the least advanced was reading at about a fourth-grade level, in every one of those thirteen rooms the teachers were using exactly the same text and they were within four pages of each other in that text. One teacher finally admitted the reason for this. He said, "Look, the superintendent put this grouping system in. I was here before that superintendent came, and I'm going to be here after he's gone. In the meantime, I'm not about to make any changes in what I do on the basis of what he tells me to do."

Recently, while serving with a team evaluating reading in a large school system, I sat in fifty different classrooms over a period of several weeks observing teachers teach reading. This school system used a basal reading series, and every grade used only the basal reading book for that grade. A sixth-grade teacher used only a sixth-grade basal text. A third-grade teacher used only a third-grade basal text. When teachers were asked the reason for using only grade-level readers instead of readers that matched children's reading abilities, we were told that it was because of the high mobility rate in the system. For example, a fifth-grade pupil who moved from one school to another would be placed in the same fifth-grade reader in both schools; consequently, there would be no confusion about the book to place him in. The people responsible for this practice, of course, did not realize that it could mean that a pupil was misplaced in **both** schools. There was no evidence of trying to provide reachable goals for students by teaching them at their instructional levels.

Although some teachers do not provide reachable goals for their pupils, we are blessed with the vast majority of teachers who do. These are the sound, professional teachers who begin each school year by carefully evaluating the reading levels for each pupil in their rooms. Once they have determined these reading levels, then, they make sure that pupils are placed in books which match them. Students in these rooms are developing the habit of success because they read in books where they can succeed.

The third essential ingredient in developing the habit of success is to teach those skills which will enable children to progress to higher reading levels. Although matching a child with a book that he can read is essential, it does not solve his reading problems. It merely enables you and him to live with those problems. In order to solve his problems, he must have those tools, those skills, which will enable him to climb, step by step, the ladder of reading success.

What guidelines can we use in selecting our skill development activities and program? Let me suggest several. First, we must, among other things, try to look at reading materials through the eyes of a child, in other words, as if we were children. If we do not, we may believe that these materials are teaching skills which they simply are not teaching.

Let me give you an example of this with a decoding rule which is emphasized in some reading programs. Imagine that, like a child, you are going to use it with a word that is unfamiliar in print. Here is the rule: in a stressed syllable containing one vowel, the vowel usually stands for a long sound when it ends the syllable or forms the entire syllable.

Now, imagine that you are six years old. You have learned this rule. You know what a syllable is, what vowels are, and what "stressed" means. You are reading and you come to a word that is unfamiliar in print. You want to try this rule to see if it will help you read that unfamiliar word. Why would that rule be of no help to you in deciding on the sound for the vowel? What would you need to know before you can use it?

If you have really envisioned this situation through a child's eyes, you realize that, before you can determine the sound for the vowel, you must know whether or not the syllable is stressed. In order to be sure of that, you must first be able to pronounce the word. And, if you can already pronounce the word, of course, you do not need the rule. In short, it is the kind of rule that you can only use if you do not need it!

When we examine our instructional strategies through the eyes of a child, we uncover fallacies in rules such as this one. We can save the useful and discard the useless so that the skills our pupils learn have true worth.

A second guideline in selecting skill development activities is that these activities must develop the habit of reading independence for children from their first reading experiences. If we want children to have the habit of depending upon themselves, a habit which can lead to true success, then we have to teach them initially those skills which will enable them to decode words for themselves. Each time we simply tell a child what a word is, we are establishing his habit of depending upon someone else, not upon himself. If, on the other hand, we teach children a decoding strategy **before** they begin to read, they have the opportunity to decode words for themselves from their first reading experiences. This opportunity, translated into practice, develops a habit of independence which leads to success for the child.

Early independence in reading requires that children know and use a decoding strategy which includes using context, or the sense of what they are reading, together with letter-sound associations. Children use context in their oral communication. When someone speaks to them, they know whether or not what they hear makes sense. These same children, however, may misread words in a way that does not make sense and go blithely on unless they have been taught to use context in reading as well as in listening.

A third guideline in selecting skill development activities is that our lessons designed to promote comprehension must help children learn how to go beyond the literal levels of thought. The questions we use to elicit discussion must evoke interpretive and evaluative-creative as well as literal thought and discussion.

For example, imagine that your pupils have just read this sentence, "When the big dog barked, the little kitten started to shake and rolled into a ball on the ground." A question calling for literal thought might be, "What did the kitten do when the dog barked?" The answer is directly stated in the sentence. The correct answer requires only that the child have a literal understanding of what he read.

Now, let us look at an interpretive question. "Was the little kitten frightened?" To answer this, we must go beyond the author's words and understand what he meant for us to know, even though he did not state it directly. We must "read between the lines," interpret, make an inference.

An evaluative question might be, "Do you think that a kitten would act this way when a dog barked?" To respond to this I must not only understand what the author stated specifically and what he meant for me to know but did not state, I must also make a judgment about the sentence, an evaluation of it on the basis of my own personal knowledge and experience.

When we promote discussion of materials read at the interpretive and evaluative-creative levels as well as at the literal level, we are helping children acquire the depths of thought which can lead to their success.

Summary

Many suggestions could be made about helping children develop the habit of success in reading. We have examined a few of them here.

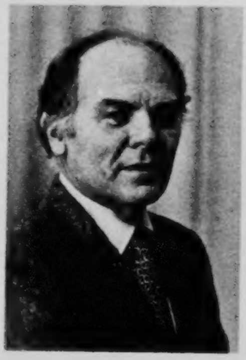
It has been suggested that there are three essential ingredients for developing the habit of success. First, we must believe that the pupil will succeed if he is going to believe it. Second, we must provide reachable goals for pupils. Third, we must teach those skills which will help pupils grow in reading ability.

In determining which skills to teach and how to teach them, it has been suggested that there are three guidelines to consider. First, we should try to look at our instructional activities through the child's eyes. Second, we should select instructional strategies which promote independence in reading power. Third, we should develop comprehension beyond the literal level.

Time-worn adages like, "As the twig is bent, so grows the tree," as well as our own experiences with children support the need for helping children develop the kinds of habits that we want them to have as adults. If we want adults who can experience success, we must develop habits of success with children.

NEITHER SIMPLE-MINDED NOR MUDDLE-HEADED BE

LEO C. FAY



The importance of balance in human endeavors has long been apparent. The Ancients spoke of the 'Golden Mean,' the Lord Buddha of the 'Middle Way,' and the poet spoke of being 'Neither the first nor yet the last to lay the old aside!' Let me comment about the necessity of avoiding the extremes of simple mindedness on the one hand and muddle-headedness on the other in relation to reading instruction. The goal is to be the effective teacher of reading.

Danny Kaye sang a verse in the movie **Hans Christian Andersen** that went as follows:

Inchworm, inchworm
Measuring the marigolds
Seems to me
You'd stop to see
How beautiful they are—

The evidence is mounting that American reading instruction in its tendency to become more and more efficient has become simple-minded and is keeping students from seeing the beauty of what reading is really all about. Strong talk? No, it is the painful truth. In a recent survey of college students preparing to teach, only one of 37 confessed to a deep love of reading. Approximately half were less than indifferent by reporting that they actively resisted reading, with some even hating it. Very few could mention books that they had read as children. Obviously all could read. Their average Scholastic Aptitude Test score was 1100. As college seniors they were near the top of the education ladder. But yet most of them had not learned to see how beautiful the marigolds are.

And why not? Is it the nature of our lives today? Too busy, doing too much and in the process experiencing too little? Does the fault rest in the learners, in society, in the school? There are many and complex reasons why in spite of the National Assessment reports that students can read better than expected, large numbers do not read, and even more do not enjoy reading. At least part of the reason for this must be accepted by the school, its teachers, and administrators.

Phi Delta Kappa has been conducting a series of opinion polls involving a large random sample of its members. The members of Phi Delta Kappa rightly take pride in the leadership roles they play in American education. The results of the fourth poll, which was concerned with the relative importance of 18 educational goals, are most revealing. In first place was "developing skills in reading, writing, speaking, listening." In last place was "appreciate culture and beauty in the world." Little wonder that the children do not see the beauty of the marigolds. Apparently, school leaders don't either.

A reading of the 18 objectives shows dramatically the concern for the here and now for the nuts and the bolts, for efficiency, for relevance:

1. Develop skills in reading, writing, speaking, and listening
2. Develop pride in work and a feeling of self-worth
3. Develop good character and self-respect
4. Develop a desire for learning, now and in the future
5. Learn to respect and get along with people with whom we work and live
6. Learn how to examine and use information
7. Gain a general education
8. Learn how to be a good citizen
9. Learn about and try to understand the changes that take place in the world
10. Understand and practice democratic ideas and ideals
11. Learn how to respect and get along with people who think, dress, and act differently
12. Understand and practice the skills of family living
13. Gain information needed to make job selections
14. Learn how to be a good manager of money, property, and resources
15. Practice and understand the ideas of health and safety
16. Develop skills to enter a specific field of work
17. Learn how to use leisure time
18. Appreciate culture and beauty in the world

Admittedly the product of such an education should gain impressive skills and insight into the realities of the world about him. But what about the vision to see beyond the here and now, to wrestle with the questions of who am I and what is the destiny of the human experience? Robots can be programmed to be knowledgeable and react to their environments, but it is given to human beings to dream, to create, to possess the vision to push back the boundaries that limit them.

The emphases found in the nature and order of the Phi Delta Kappan goals are reflected in the way in which reading tends to be taught in the schools. We are in danger in our searching for efficiency and success as defined by predetermined measures of becoming overly simple-minded. Competencies, behavioral objectives, management systems are all geared to a big-brother-knows-best type of conformity. Underlying American reading instruction in most places is the assumption that there is a set of basic skills that always remains basic and that is characterized by an absolute order. Authors of instructional materials make systematic analyses of skills as a basis for organizing instruction. But look further. Their efforts usually are based upon principles that relate to the process of reading.

Unfortunately, too often reading is taught and children are expected to learn to read following the orderly presentation of those skills. Even by simply stepping out of order a child can be labeled wrong although the final outcome as determined by the principle or process is correct. A simple example is the child who correctly forms the letter 'a' and then is told he is wrong because he reversed a stroke in writing it. The fact that there is no agreement among the experts as to the number and order of skills ought to make us suspicious that the principles underlying the process are of much greater significance than taxonomies of skills — logical as they may appear to be.

This question of skill structure versus process is not a new issue. Thorstein Veblin, in 1918 ("The Higher Learning in America") wrote, "The underlying . . . presumption . . . appears to be that learning is a . . . commodity to be produced on a piece-rate plan, rated . . ., measured, counted and reduced to staple equivalents by impersonal, mechanical tests. In all its bearing the work is hereby reduced to a mechanistic, statistical consistency, with numerical standards and units, which conduces to perfunctory and mediocre work throughout, and acts to deter both students and teachers from a free pursuit of knowledge."

Last summer while working at a teachers' institute in one of the nation's major cities the teachers time and again told me, "Our greatest problem is that we are not permitted to teach. We are putting all of our energy into minutia imposed upon us — the writing of behavioral objectives, testing, diagnosing, playing with bits and pieces, reporting to the central office. All we do is serve a monster system. We don't teach, and the children do not learn."

Last fall I received a request from a curriculum director to define the precise reading grade score a student should receive to receive a high school diploma together with a number of other questions that reflected a gross oversimplification of what literacy means in our society. I tried to react to the questions but had to qualify all of my responses. Later I received this reply—

> "Thanks so much for responding to my questions. I know that they seem a little strange, but you might be amazed at the strangeness of some of the questions that the school board

is asking these days. It seems like all kinds of weird things happen in the name of accountability."

Community after community is reporting a drop in reading achievement scores as children move into the intermediate grades. I am working with such a school system together with the senior author of one of the most widely used testing programs in the country. His explanation is that this phenomenon is directly related to the nature of reading instruction. The narrow skill emphasis in the primary grades will be reflected by higher scores on primary tests but results in a disadvantage in the intermediate grades where the tests are more concerned with content reading. We are spending too much time teaching about reading and too little time in using reading as a means of learning and self development. Are we uptight and overplaying the game? In sports you must play relaxed to win. Skills function best in relation to the total process.

Reacting to the tendency toward extremes of simple-mindedness in reading instruction, Kenneth S. Goodman in a highly significant article in the September (1974) issue of **Elementary English,** ("Effective Teachers of Reading Know Language and Children") minces no words as he says (p. 825) "I must reject . . . programs and practices which I believe threaten to create a new dark age in reading and language instruction." (p. 827) "There is rampant in education today a mindless empiricism largely based on behavioral learning theory that equates behavior with competence, that makes change in behavior the only defensible goal of instruction, and which asserts that all curriculum and instruction must be judged in terms of observable, measurable changes in behavior. I call this mindless empiricism because it accepts only what can be seen."

Farr and Weintraub in their editorial introduction to the 1974 Annual Summary of Research in the **Reading Research Quarterly** are critical of the overemphasis upon the sophisticated designs and quantitative bases of reading research and ask for a looser, broader-based reading research to better reflect what reading is all about. In all of this we are faced with the proper balance between the educational scientist and the educational philosopher. Where is the balance between the extremes of simple-mindedness (the scientist) and muddle-headedness (the philosopher)?

1. Yes, children need direction in learning the reading process. But let's not give that direction on the basis of blindly following arbitrary systems. In this regard let us not over-rely on measuring the marigolds. In our keeping of school we have developed a system of explaining human aptitude and achievement and of rationalizing our behavior as teachers by the laws of probability as exemplified in the normal curve.

We give I.Q. tests, we organize our classes and treat kids on the basis of those tests, and then take as a given that achievement tests will correlate highly with the I.Q. tests. We have created a self-fulfilling prophecy that will tolerate about one-third of the class not learning.

2. It does not have to be. They can all learn if we give them time to learn and to practice the reading process. John Carroll's experiment demonstrated that 95% can learn what is to be taught — if they are given the time to do so. Correlations of I.Q. with achievement can be reduced to close to zero. Time is a crucial and tricky factor in learning and in the life styles in our society. The school in its search for efficiency has created a tyranny with the clock and the calendar. More important time can be used to increase the effectiveness of learning.
3. Learn to distinguish between behavior and competence. It is reading competence — a total process — that is the goal, not the mere summation of a given number of pieces or behaviors. The superior performer gets that way by practice in situations that make increasing demands. The superior reader must read and not just practice skills.
4. Superior readers are motivated readers. Help children gain satisfaction from what they read. Help them see reading as a complement to their direct experience and as a means to expand themselves. Value reading yourself — relish it, love it, talk about it — make your pleasure in it obvious to your students.
5. Learning to read need not be a chore. It can be positively approached. Play can be learning too. Read the October, 1973, **Reading Teacher** — "25 Teacher Tested Ways to Encourage Voluntary Reading." Much of our present emphases are based on the negative. Diagnostic-prescriptive usually carries the implication that something is wrong and needs to be corrected. It is quite a different attitude to say to a child — "Look at what you can do — now, can you do even better?"

   For three years as an undergraduate I lived in a small rural community — the nearest village of 89 people was ten miles away. A favorite hymn at the country church sung with heavy Swedish dialect contained the lines—

   Open wide the window and chase out sin
   Open wide the window and let the sunshine in.

   We desperately need to let the sunshine in to our reading programs.
6. The teacher is the most important factor in assuring reading success. The research evidence for this is overwhelming from the work of Albert J. Harris, Wallace Ramsey, Guy Bond, and others.

7. What we are as people is vitally important too. It would be well, to remind ourselves that there are certain qualities of good teachers that are ageless. Those who have most influenced the lives of people through the ages have carried the title "teacher" (Christ, Buddha, Mohammed). Confucius even wrote essays about teachers and teaching.

   There is a vital difference between a teacher and a technician in the classroom. Visits to classrooms too often leave one saddened with the realization that those responsible for teaching are only going through a ritual in which they are not giving of themselves. We tend to rely on factors outside ourselves that can be manipulated — methods, materials, organizations. It is time to forthrightly acknowledge that what we are as human beings is important, too. Remember that recent research suggests that the teacher makes the difference. How? Observation in hundreds of classrooms as well as the philosophers' essays suggest the following as characteristics of the successful teacher; — more than teaching skills — motivation and inter-human forces are the universals — be a builder of people.

   a. The good teacher is characterized by faith in what he is doing. He is recognized by his strength of person and purpose.
   b. A good teacher is characterized by respect for his pupils — all of them. He is not cynical. He sees the good in his pupils and tries to help them realize the best they have in them. Each of us here today could give examples of teachers who pushed us upward because they had faith in and respect for us. If we are truly teachers, we can do no less. William Lyon Phelps who was affectionately known as Billy to his students at Yale once said,

      > "It is an absolute rule, to which there are no exceptions under any conceivable circumstances, never to use sarcasm toward an individual student . . . By doing it, it is probably that you have killed forever the chance to influence the victim of your tyranny. This boy or girl is lost to you . . ."

      Basic to the American dream is the dignity of the individual. Where better to recognize this than in the classroom.
   c. A good teacher recognizes that learning needs direction. This makes professional preparation important. We need to know the learner, the subject matter, and the society to be served. This characteristic is time-

less as a quotation from Confucious suggests. In his essay on the ideal teacher, Confucius said,

> "Therefore in his teaching, the superior man guides his students, but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the places. Guiding without pulling makes the process of learning gentle; urging without suppressing makes the process of learning easy; and opening the way without leading the students to the place makes them think for themselves."

Arthur Gates once wrote of needs for the 60's in reading instruction, "Learners need to assume more responsibility for their own learning."

d. The good teacher recognizes that both learning and teaching are creative activities. They cannot be reduced to pat formulas.

e. The good teacher is concerned with self-improvement. He is identified by a basic dissatisfaction and constant desire to do better.

f. The good teacher recognized by his enthusiasm . . . William Lyon Phelps stated it this way:

> "Nothing is too minute or too trival that concerns the great art of teaching. Constant and tremendous enthusiasm for the subject taught is essential. While one is actually teaching it, this thing, whatever it may be, should seem to be the most important thing in time or eternity."

This type of statement reflects a genuine love for teaching. It also suggests that it makes the teacher an actor playing a role of always being concerned about the performance.

There are, of course, many additional characteristics that could be added to this list. These will suffice to make the point that when we speak of the teacher's role in improving reading instruction, it is essential to attend to the teacher as a human force and all that this implies as well as to the teacher's competence in specific teaching skills.

8. Monday morning — Remember —

   Inchworm, inchworm
   Measuring the marigolds
   It seems to me, you'd stop to see
   How beautiful they are.

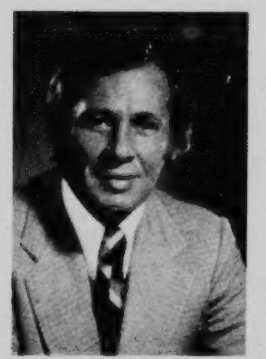
   and then reflect —

   Am I achieving a happy balance between being simple-minded or muddle-headed?

READING AND LEARNING DISABILITIES

JULES C. ABRAMS

(The speaker wished to have his presentation recorded as it was delivered—Informally.—Ed.)



The topic "Reading and Learning Disabilities" rather worries me because of the very strong feelings it generates throughout the country. Learning disability people can sometimes be quite derogatory regarding reading disability people, and reading disability people can also be disparaging toward the learning disability group. With all this disagreement, I become concerned for the child who has the problem. The child is often forgotten as we fight to maintain our territorial imperatives. The purpose of this presentation is to indicate that there really should not be such a controversy. We must recognize that our major concern must be for the child. There are things that the reading disability person does not know that he should know.

To someone who has been actively involved for many years in the study of the innumerable factors which enter into reading and learning disabilities, the professional shifts of opinion in this field are alternately frightening, amusing, tragic, dismaying, and often confusing.

Twenty years or so ago if a youngster had a reading disability, the chances were very strong indeed that he would be considered to have an emotional problem. Very likely he would be referred to a psychotherapist. There was always something in the psychological literature which could account for the children's having severe reading problems. Thus we read of children who were afraid to succeed, or children who were afraid to be curious, or children who came from families in which there was a very aggressive mother and a very passive father, etc. All these things were considered to be extremely important factors in the etiology of reading disabilities.

About fifteen years ago, the pendulum began to swing, and our problems commenced. At this time neurological factors began to gain ascendance in terms of how the professional viewed the problem. Then we began to hear many different terms that we had not heard before — terms such as organic brain damage, minimal cerebral dysfunction, minimal brain damage, maturational lag, developmental lag, minimal desyncronization syndrome, dyslexia, etc. The situation had been reversed. Teachers who had to work with these children had to face the possibility that there was a problem involving physical or neurological dysfunction. Perhaps there was a perceptual difficulty; perhaps the child was hyperactive. The teacher began to wonder whether strictly educational techniques could be of assistance. As a matter of fact, very often the teacher began to use terms in a waste-paper basket fashion. "The child has minimal brain dysfunction; therefore I can't work with him;" "If the child has dyslexia, how can you expect me to teach him?" And so, in order to move away from this primarily physiogenic orientation, a circumscribed area of "learning disabilities" was formulated, as was the "learning disability specialist."

Unfortunately many learning disability people had very little training in the teaching of reading. Yet how many children experiencing severe problems in school do not have reading difficulty? Certainly most children who would be classified as having learning disability have their greatest problem in the field of reading. As a result, the one skill a person must have in working with most children who are having severe problems in school is competence in helping them overcome their reading deficiency.

There is no one single etiology for reading disabilities or for learning disabilities. These problems can be caused by any number of a multiplicity of factors. All too often, if a child has a learning disability, he is approached in a unitary fashion. The educator stresses the educational factors; the psychologist, the emotional factors; the neurologist, the neurological factors; the optometrist, the visual factors, etc. We forget to focus on the whole child. If we are going to understand what is happening to a child and choose the best mode of intervention for him, we have to look upon him as a physical organism functioning in a social environment in a psychological manner. We must think about the **child;** we must think about the child's family; and we must think about the child's environment in school.

About fifteen years ago a definition for learning disabilities was proposed. It was about fifteen words long. About one year later a definition of about 25 words was offered. The most recent definition on learning disabilities is approximately seventy-five words long. We are not really learning more about learning disabilities; we are simply having more difficulty in defining the condition. Although it is tempting to try to eliminate all labels in working with children, we have to be more practical.

Many states in this country provide financial support for children who have "learning disabilities." In Pennsylvania, for example, the parents of a child classified as neurologically impaired are entitled to a sum of $3,500 a year for the child's education. The child may attend any private school in Pennsylvania which provides the special facilities to work with these children, and the parents will receive $3,500 for his special education. If the child is classified as socially and emotionally disturbed, the parents receive a grant of $3,300. One might wonder why a child who is socially and emotionally disturbed is worth $200 less than a child who is neurologically impaired, particularly since it is very often extremely difficult to distinguish between the two.

In essence what we are doing is allowing legislators to diagnose children. This is unfortunate, even though we want their own children to have this kind of help. Or perhaps we would just prefer for public schools to have the facilities to provide for the special needs of children with severe learning problems. If educators approach legislators and ask for a bill appropriating money for children with special educational needs, we will meet with failure and frustration. On the other hand, if we request funds for children with cerebral aegenesis, we may be quite successful.

The label is important obviously. I wish there were a system where children who have these disabilities could receive the help they need without the stigma of a label. But at our present level of ignorance, unless we can find some kind of exotic label, these youngsters are not going to be provided with the support which is needed to overcome their deficiencies.

There is no question that the whole problem of labeling is fraught with many dangers. The use of noxious categorical labels in the public schools with categories too narrow and too inflexible excludes many children who deserve admission to many programs. There are places in this country where children who have severe reading problems cannot be taught by the reading teacher because, according to certain criteria, they have to be taught by the learning disability teacher. Then there are other youngsters who have to be taught by the reading teacher rather than by the learning disability teacher.

Who really is qualified to work with children who have severe problems? I am speaking of a small percentage of youngsters, the hard-core group of youngsters. The majority of children who have learning problems and reading problems should be taught in the regular classroom. Nevertheless, there is a small percentage of youngsters, possibly as high as five or six percent out of a total population, who really require specialized help. How are we going to label these youngsters and who is going to work with them?

I would like to offer a method of approaching this problem which represents the work of the Disabled Reader Committee of the International Reading Association and also represents the thinking of other organizations which have met with this committee. We are planning ultimately to propose that these be the regulations for certification of individuals who will work with severely disabled youngsters. There are a few children who have learning disorders who do not experience difficulty in reading. Some children have problems in arithmetic. Children may experience severe oral language problems, not language problems which are strictly in the reading area, but those related to oral receptive and expressive disorders. Finally, there are those youngsters who have what has been called the Strauss syndrome. These children are hyperactive, hyperdistractible, disinhibited, and generally have difficulty in maintaining and regulating their impulses.

It is important for individuals who are interested in working with these hard-core youngsters to learn something about the contributions of several fields. People who have been primarily trained in oral language disorders should learn a great deal more about reading difficulties. The psychologist who has been trained in behavioral management should learn more about language problems and reading problems. Reading people must also add to their own armamentarium.

The following constitutes a partial list of areas which must be studied: the differences between articulation and developmental disorders; dialect and developmental disorders; and syntax and semantics. More must be learned about child development, language development, ego development, motor development, social development, and personal development. We should learn more about the concept of localization of brain function. We should know more about the anatomy and physiology of the visual and auditory systems to identify peripheral and central dysfunction. We should learn about stress-induced visual problems versus organic visual problems. We should know something about the difference between perceptual training and visual training.

The trend at this point in history in terms of teacher certification in special education is toward approval of university programs by State Departments of Education. There is a move away from the simple accumulation of credits in favor of looking at **competencies** necessary to teach children who have severe learning disabilities. Historically, the training of the reading specialist has been a function of the regular elementary and secondary departments. On the other hand, the learning disability teacher and specialist certification requirements have come out of the field of special education. This has raised problems. If we want to hire a teacher in Pennsylvania, we must seek a person who has a degree in special education. The teacher may have had one course in the teaching of reading and know very little about how to teach a child with a severe reading disability.

In summary, the person equipped to deal with severe reading disability may be both a generalist in terms of overall knowledge and a specialist in terms of understanding efficient reading and how to build skills. The requirements and the competencies for this kind of generalist are being developed at the present time by different professional organizations, and we will soon hopefully have a confederation which will allow us to move away from this conflict of reading disabilities versus learning disabilities.

The most important tool in training for alleviation of the problems of those hard-core youngsters is the special educational programs to which they are exposed. We have had many diffrent psycho-educational models for children. Some have worked; some have not. We are always building different models. We are always finding some special kind of way of dealing with these children. But one thing that is very clear, regardless of model or strategy, is the critical importance of the relationship established between the teacher and the child. The teacher is the primary agent for bringing about a change in these children who have severe disabilities. In teaching these children we center our attention on ego functions. We structure things to help children from being too active. We provide basic skills which they have not received earlier in their training. We provide adjunctive programming; we may recommend psychotherapy. It is not the purpose of this presentation to discuss what we do for children with learning disabilities but to indicate that reading disability and learning disability are not at opposite ends of a continuum.

In conclusion, we must recognize that children with severe learning disability have compressed a lifetime of pain into a few years. Much of this pain has been associated with the struggle to maintain their dignity, in spite of an organism that refuses to be efficient. Relationships with parents, teachers, and other adults have often added immeasurable distortions and complications to an already tenuous situation. Consequently the interpersonal nature of their lives takes on a quality of worthage which drains their energy devastatingly. These children have been hurt! They need a feeling of success. We strongly believe that it is the manner in which contact with the child is maintained which determines the success or failure more than anything else.

II. GROUP SESSION ADDRESSES

"THE WHYS AND WHEREFORES OF READING DISABILITIES"

JULES C. ABRAMS

(The speaker wished to have his presentation recorded as it was delivered—Informally.—Ed.)

Although an adequate discussion of "The Whys and Wherefores of Reading Disabilities" could take many days, I will try to survey the entire area very briefly. Let us begin with a very short true and false test on statements regarding dyslexia. Certainly I am not making dyslexia synonymous with reading disability. As a matter of fact, if there is anything I would like to convey to you, it would be that **reading disability** cannot be used interchangeably with **dyslexia.** Please take the test.

1. Approximately fifteen to twenty per cent of children are dyslexic.
2. It has been proven that dyslexia is caused by some form of cerebral immaturity.
3. Dyslexia is an innate congenital failure which is unaffected by environmental influences.
4. The main characteristic of dyslexic children is directional confusion resulting in reversal errors in reading and writing and an inability to distinguish left and right.
5. Dyslexia is related to deficiencies in visual perception and to dominance factors such as left-handedness, left-eyedness, or cross-dominance and mixed dominance.
6. Dyslexia is probably related to poor motor control.
7. Dyslexia does not truly exist. It is only a shibboleth.
8. Any person who gives a lecture on dyslexia should have his head examined.

All of these statements were taken from reputable textbooks and articles. In my opinion all are false except possibly number eight.

What I will try to do here is show why they are false, but more importantly, talk about the entire area of reading disability and show why dyslexia constitutes only an extremely small aspect of the entire "Whys and Wherefores of Reading Disability" because reading disability and dyslexia are **not** synonymous.

There is no one single cause for reading disability. Reading disabilities are caused by any number of factors, all of which may be possibly inter-related. But we cannot say that all children who have reading problems have visual difficulties, or that all children who have reading problems have perceptual difficulty, or that they are right-brained or left-brained or half-brained or anything like that. When a child has a reading disability, we have to examine that child very carefully in order to understand the etiological and sustaining factors which have produced and maintained the reading problem.

If there is no one single cause for reading disability, there is also no one mode of intervention. We do not teach every child in the very same fashion. When the initial teaching alphabet was first published, it was immediately adopted by a number of people who viewed it as a panacea for children with reading problems. As a matter of fact, it **was** helpful to some children with reading difficulties. However, there was no reason to adopt ITA for an entire first grade or for an entire school system. Today many reading teachers, particularly in the early grades, are caught up in such materials and techniques as those recommended by Frostig. Again, although the Fostig materials can be valuable in some cases, they are not necessary or appropriate or helpful with the vast majority of children. There is simply no one way to remediate all reading problems.

Before I continue this discussion on reading **disability, I** must spend just a moment or two talking about **reading.** If we are going to attempt to understand why a child is having a problem in a particular area, we must understand the nature of the process. What do we mean by reading?

Probably the best definition of reading ever offered was by a semanticist named Korzybski, who defined reading as "the reconstruction of the facts behind the symbols." In this definition he notes that reading involves more than decoding; it involves more than word recognition. Comprehension is also involved. When we talk about a disabled reader, we are talking about a child who has a word recognition difficulty or a comprehension difficulty or both. One of the problems of people in the medical and educational fields is that they really do not agree on the definition of reading. I have had youngsters referred to me by neurologists who have called youngsters dyslexic when they were reading almost at grade level. I have also seen children who were having very serious reading comprehension difficulties. Physicians generally do not think of reading as involving comprehension. When they talk about a reading problem, essentially they refer to difficulty in the recognition of the printed symbol. Yet, youngsters can read material fluently with good expression and still experience considerable difficulty in comprehending. Reading disabilities involve comprehension as well as word recognition. Although many youngsters have reading problems based upon comprehension difficulties, when we talk about the dyslexic child (which is just one form of reading disability), the major problem is **not** in comprehension. The major problem is in decoding, in word recognition. In fact, that is essentially his only problem. His problem is one of symbolization, which I will discuss later.

How do we define the disabled reader? This is probably the most difficult task I could propose for myself. I have been fortunate enough to have been chairman of the Disabled Reader Committee of the International Reading Association for the last five years. We have been trying to define **disabled reader**, particularly in terms of the disabled reader versus learning disability.

We speak of criteria for retardation; how do we define a retarded reader? How do we define a disabled reader? We can be very simplistic and say: A child is retarded in reading if he is not working close to his intelligence level. If he is not functioning both in terms of word recognition and in comprehension at least close to his intelligence level, we may say that he is experiencing some retardation in reading. Now we can even do that informally because we can give a child an informal reading inventory. His basic instructional level should be roughly equivalent to his hearing comprehension level. In other words, the material that the child reads on his own, and his comprehension at that level, should be roughly equivalent to his ability to understand material which is read to him. If that is the case, then he is probably not retarded in reading. That is a very simple way to do it. It would be much more efficient if you could give him an individual intelligence test and be sure that his reading ability was roughly equivalent to his intelligence.

If we talk about a disabled reader, we are speaking of the more serious cases of reading retardation. In the vast majority of these cases, there is a problem stemming from factors within the child rather than from external or environmental influences.

I propose now a system for the classification of reading disabilities. Let us begin with the category I label as **Developmental.** This refers to children who are not retarded in reading. Technically speaking, these youngsters shouldn't be in this classification system since they are not experiencing any reading difficulties.

The developmental child is one who is working close to his intelligence level. His experiential background is roughly equivalent to his language background.

The second category is the **Corrective**, or what might be better termed Secondary Reading Disability. Secondary implies that the reading problem is secondary to some other cause. There are two kinds of corrective problems or problems of secondary reading retardation; word recognition and comprehension. As far as word recognition difficulties are concerned, you can have a whole range of problems beginning with the very severe problem of youngsters who have practically no sight vocabulary and very serious problems in decoding. Then there are other children who are also disabled in reading who do have good sight vocabularies but perhaps have difficulty with certain phonic or structural analysis skills. Other youngsters may have a good sight vocabulary and handle phonic and structural analysis but have difficulty in dealing with the glossary or the dictionary.

The most serious kind of comprehension problem would affect the youngster who can call words fluently but cannot answer any questions about the material which he has just mouthed. Other youngsters respond accurately to factual questions but cannot handle inferential questions. For example, a story reads: "If your pet is a dog, give him one good meal a day and two when it is very cold"; and the child is asked: "How many meals a day should a dog have in July?" The child may respond: "That wasn't in the story." The child has a comprehension problem, not in remembering details but in making inferences. Some youngsters can remember facts but cannot put facts together. This is a problem in conceptualization.

There are also other comprehension problems. Some youngsters are able to read for details and are able to read between the lines, but have difficulty in selecting main ideas, and in differentiating main ideas from supporting details. Some have problems in outlining, or in drawing conclusions, or in being able to differentiate literal from figurative language or rational from emotive language.

Why do children develop these problems? Why do children have difficulties in comprehension? Why do children have problems in word recognition? What is the nature of secondary reading retardation? We propose a somewhat arbitrary dichotomy: (1) etiological factors which are external (socio-psychological) and (2) etiological factors which are internal (psychophysiological).

Let us being with socio-psychological factors. The primary reason for the majority of reading disabilities falls into the area that is commonly known as educational. The vast majority of children who have reading problems have them because of some deficiency in their education. Inadequate teaching is one of them. Another aspect in the educational area is the over-crowded classroom. Sometimes administrative policies are harmful. As the result of poor administrative decisions, teachers are forced to teach children at a level above the instructional level simply to make sure that the child will not be retained. Probably there is no more important decision than that of being certain that each child is taught at his instructional level.

Continuing in the socio-psychological realm, let us consider the effects of inadequate cognitive stimulation. During the first four or five years of a child's life, his brain cells multiply rapidly. The child is more ready to learn and to use his brain than at any other time in his whole life. One question which is so often asked me is, "What do you think about teaching children to read prior to their going to school?" In actuality, I think it is a waste of time; that is, teaching the child to **recognize words** is a waste of time. Word recognition does not require much intelligence. The correlation between intelligence and word recognition is .10; the correlation between reading and intelligence is .80. What accounts for the difference? What is correlated with intelligence is not the ability to decode but the factors which comprise reading comprehension. The time spent with the child during the first five or six years of his life should be giving him experiences, in stimulating him cognitively, in reading to him, in giving him direct and vicarious experiences. The child should come to school with such a large background of experience that it would be easy to teach him to read.

With all the techniques that have been developed to try to identify, at a very early age, children with reading and/or learning disabilities, the best single indicator is good oral language development. The most clumsy, uncoordinated child in the world with excellent oral language development probably will not have any difficulty learning to read.

Cognitive stimulation is extremely important, i.e., spending time with the pre-school child, talking to him, holding him, giving him love. Youngsters who come to school without having had this kind of cognitive stimulation are doomed to reading failure. They have not developed the proper background of experience that will allow them to handle the material to which they are exposed.

There are certainly youngsters who have difficulties in learning to read because their background of experience is different from the experience that they will meet in their schools. There is a wealth of literature about dialect and about the whole controversy as to whether we should try to teach children in the dialect or whether we should simply remove the dialect. No matter how extensive a youngster's experience and his background may be, he still has to have the kind of experience that he is going to meet in the textbooks that he reads. Many children who come from so-called socially disadvantaged homes have a very rich background of experience, but their background of experience is different from the kinds of material that they are confronted with in their textbooks.

The context of a question can affect the way the child responds to questions. Sometimes the very phrasing of our questions can be important. Do not under-estimate the background of experience of some children who come from different kinds of environments. I think we have to capitalize on this unique background.

Finally, in the area of socio-psychological factors we can discuss personality factors. There are some children who have difficulty in school because of personality problems. Obviously there are many children who show personality difficulties because they have been frustrated in school. If a child is expected to function at a fifth-grade level when he has the skills to read at only the first-grade level, we create a situation analogous to trying to get him to climb over a ten-foot wall every day with nothing to hold on to. That child has to become frustrated. He begins to feel stupid, defective, and inferior. He becomes angry and wants to get even with the world. If this child is taken into therapy, he may learn to control and manage his feelings somewhat. He may even feel less guilty, but essentially he will be a less guilty **non-reader.** Psychotherapy does not teach one to read.

Psychotherapy is important for children whose reading problems stem from emotional factors. There are children who sit in school and are terribly afraid of what may be happening at home. There are certain kinds of personality problems which actually, tell the child he had better not learn to read. It is dangerous to learn to read. In summary, there are emotional interferences to reading.

We know that there are some children who have general physical problems which interfere with reading. Children with nutritional problems have difficulty learning to read. However, we have no evidence whatsoever that megavitamin therapy (massive dosages of megavitamins) has any effect on reading and learning ability.

Visual factors may play a role in reading difficulties. There is no evidence whatsoever that visual retraining or perceptual-motor activities have any direct relationship to the treatment of reading disabilities. There are children — a very small percentage, about five percent — who do have problems in reading because of visual difficulties, problems involved with accommodation and convergence. These children may not be reading as well as they should, but they usually do not have severe word recognition difficulties.

Finally, in the area of secondary reading retardation we have the possibility of brain damage. Some children are brain damaged. Children who have suffered some organic insult to the brain usually do not have the kinds of reading problems that would be labeled as dyslexic. They have reading problems which center around the ability to relate one fact to another, to understand what they are reading, to draw inferences, and to organize. Most children do not have difficulty in recognition of words because of brain damage. It is very important that we not use the term brain damage, or minimal brain damage, or minimal brain dysfuction synonymously with dyslexia. They are two entirely different things. Dyslexia is something entirely separate from minimal brain dysfunction or minimal brain damage. All the things we have been considering thus far are problems in reading brought about by some other factor. When I speak of dyslexia, I refer to a different population entirely. **The number of dyslexic children would constitute less than one percent among the entire population of retarded readers. To put it in a slightly different way, one out of every 500 school children might possibly be dyslexic.** Dyslexia is a very circumscribed kind of problem. It is what might be called a primary reading disability because the reading problem is the primary factor.

There are several things that distinguish dyslexia from other kinds of problems.

1. The child has to have an extremely severe word recognition problem. It means he must have practically no sight vocabulary whatsoever. That doesn't mean that every child with word recognition problems is dyslexic.

2. Dyslexia is a problem in symbolization. It has nothing to do with vision, per se. It has nothing to do with the periphery. It has nothing to do with brain damage, per se. It is a problem in defective symbolization. Reading is a process of the reconstruction of the facts behind the symbols. Dyslexia is a defect in the ability to deal with letters and words as symbols.

3. A very important aspect of dyslexia is the inability to make associations in the same manner as most children make associations. It is extremely difficult for the child to make the association between the printed word and the image in the brain.

(Continued on page 51)

A REGULAR WAY FOR SPECIAL KIDS

MARY HUGENSCHMIDT

The past few years have seen a gradual shifting in the education of exceptional children from the old idea of special classes for special problems to a more broadly-based concept of providing handicapped children with both specialized teaching and some generalized teaching. A concurrent move in education toward an individualized curriculum has eased these children into regular classrooms. The problem facing most regular classroom teachers was the dilemma of what effect a given disability would have on the child and, in some cases, what the diagnostic label actually meant to the teaching of that child.

In looking at the scope of the problem, we will narrow the field into the types of questions which are most frequently asked of special teachers, namely (a) labels and what they mean and (b) factors relating to achievement.

To begin with, the great dragon of labeling is a complex one which periodically rears its ugly head, particularly where class placement or provision for special services is needed. There is one school of thought which contends that labels are not necessary to teach children and should therefore be abandoned. A second group maintains that under our current system, we need labels to justify services. In looking more specifically at labels, you will find that in general labels give two types of information: (a) etiology, or cause of the problem, and (b) the area affected by the problem.

For instance, the term "brain damage" refers to a general set of behaviors which are caused by or which stem from damage to the brain. The term "retardation" refers to a set of behaviors which stem from a deficiency of "intelligence". The second area is a bit more complicated because it refers to such things as perceptual-motor dysfunction, aphasia (language), apraxia (co-ordination), dyslexia or alexia (reading), agraphia (handwriting) etc.; indicating the area which is most affected by the dysfunction.

The plot really begins to thicken when the teacher is faced with several of these problems at one time, for instance, a brain damaged, cerebral palsied, aphasic, dyslexic, child with emotional problems. That combination of terms sounds frightening, but in fact the youngster in question is currently placed in a regular classroom, receiving speech therapy and resource help, and is achieving within six months of his placement. It is important for the teacher to realize that any label which she receives carries several bits of information, the most critical of which are (a) the origin or source of the problem and (b) the area that is most affected. In this respect it will direct her to books on the topic and will give her general indication of what is going on. It will not tell her **how** to teach the child.

This generally brings up the next topic: The factors which are related to achievement. We shall use here what is known as a sensory information processing approach, which is one type of diagnostic-prescriptive teaching.

This is an approach which emphasizes the way a child learns, rather than the label the child carries and utilizes what is called a task analysis approach for looking at what the child does and the way he does it. In this respect, there are three focal points:

1. the individual task or jobs given to the child
2. the way the child does the job he is given
3. the developmental sequence necessary to teach the task.

The first step is to look at the task which is presented to the child. This is called the **presentation analysis,** and focuses on

1. how the task is presented to the child, i.e.,
   Mode of Presentation
      Who . . . .
      Does what . . . .
      With what . . . . .
      To whom . . . . .

2. what the child is expected to do with the task . . . i.e.,
   Mode of Response
      How is the child to respond . . . . .

3. our ways of judging that the child knows the information . . . i.e.,
   Criteria for Performance
      How many times is the child to do this . . .

For instance: Using the easiest 110 Dolch Words written in manuscript on 3x5 cards with black magic marker, the teacher presents John with one card at a time and asks him to "name the word you see here." She expects him to name each word correctly.

The teacher is looking for sight recall of words, but she could have done the same thing in several different ways including:

The teacher presents the easiest 110 Dolch Words Test (a published test) to John. After giving John the test sheet, she then has him mark the word which she pronounces. She expects that he will mark each word correctly.

In each case, the teacher is checking on the same skill, but she is doing it in a slightly different way. Keep an eye on John as we proceed.

The second step after we have decided what we intend to do is to then look closely at what skills are demanded by the task. In this case the focus is not on the academic prerequisites but on the basic learning skills involved in the task. These basic learning skills include:

—**attention** is the orienting of the person to information that is coming or to the source of the information

—**acuity** refers to the physiological-neurological reception and "passing along" of the information via the sensory receptors and nerves

—**discrimination** is the picking out of likenesses and differences in the information which comes in

—**figure-ground** is picking out one bit of information from other bits of information which come in at the same time, i.e., separating foreground from background

—**closure** is making a whole when only part is given in the information

—**rote memory** is recalling a bit of information out of context

—**sequential memory** is recalling information in a given order

—**association** is "hooking up" bits of information

—**constancy** is keeping the "big picture" in mind, i.e., being able to recognize a stimulus even after parts of it are altered

For instance, discrimination refers to picking out the likenesses and differences in the information which the person receives. If we show the person two forms, we can ask him to use his vision to identify likenesses and differences; therefore he is using visual discrimination. If we say to him "wet-wept," he must use his ears to make the discrimination, therefore he is using auditory discrimination. If we have him close his eyes and then touch him with a piece of velvet and a piece of satin, he must use his skin to make the discrimination; then he is using tactile discrimination. If we have him close his eyes and then move one hand up and then move the other hand down, he must use his muscles and joints to make the discrimination; therefore he is using kinesthetic discrimination.

This brings us to the "sensory" part of the sensory information processing. Not only do we need to be aware of which skill a child is receiving but through which sensory channel this information is coming. Now take a look at our friend John and note the two jobs his teacher asked him to do. You will notice in the first case that John looked at the card (visual) and then named it (auditory). He then was using a lot of visual-auditory association. But in the second job, he heard the word (auditory) and hooked this up with a word which he saw on the page (visual), so in the second case he was using auditory-visual association. In the first job, he got each letter in isolation, while in the second job the words were in line and there were several lines on the page, so there was a great deal of visual figure-ground involved.

We then look at what channel the child uses to get the information out to us, the two main channels being **motor** and **language.**

Take a quick look back at John and analyze the task he has been given using our model:

RECEPTION

	Visual	Auditory	Tactile	Kinesthetic
attention				
acuity				
discrimination				
(spatial relations)				
closure				
constancy				
rote (automatic) memory				
sequential memory				
Association:				
from—to				

EXPRESSION

motor
verbal

You will notice that in the first job John was asked to use the verbal channel, that is, he was asked to answer by using words.

In the second job, he used the motor channel in that he was marking the correct answer.

Now the last step in our process. Looking at what the child in fact does with the task we give him. This is called the **performance analysis.** Let's look at John again.

John looked closely at each word, pointing to each letter and mouthing the letters as he did so. He would then call the word, usually incorrectly. For instance, (can-come, did-do, an-a, and-an, you-yellow, etc.)

However, when John was given the Dolch Sight Word Test, he would put his hand on the line. After the teacher called the word, he would touch each word on the line and then mark the correct word. He missed only one word out of twenty.

In looking at the performance of the child, we look at

1. How did the performance vary from expectation?
2. What additional cues or "helps" did the child give himself?

This type of analysis tells us (1) where the child is having difficulty (2) what he uses to get around the difficulty and (3) the approximate level of achievement.

Looking back at John's performance, we notice that he has difficulty when he is asked to look at a word and name it (visual-auditory association), but not when he is asked to listen to its name and find it in printed form (auditory-visual association). We notice that he points to each letter in the word and mouths it before pronouncing the word, so he is attempting to use kinesthetic (movement of the mouth muscles) and perhaps some auditory cues to help himself. If we compare the two jobs, we notice several differences, particularly in visual sequential memory. In the first job, he must remember what comes after **c** in **come,** and after **c** in **can** to correctly call the word. However, when he is given the word and the letters already printed, he can hook the two together. The teacher followed up this clue with some informal evaluation and found that John could visually recall only a sequence of two letters.

With this information, we are ready to plan a curriculum sequence for the child, fitting his learning style into a developmental teaching sequence. Chart 1 gives a rough idea of the types of things the teacher will keep in mind as she develops this sequence.

CHART I

Sensory Model

	Type of Cue				
Sensory Modality Receptive	*In Material*	*By Teacher*	*By Child*	*Number of Cues*	*Number of Choices*
				Large number of Cues (concrete)	Small number of choices (concrete)
Tactile	Texture	Touch	Touch (tracing)		
Kinesthetic			Movement Placement Tracing		
Visual	Size Shape Color Position Texture (pattern)	Gesture Position			
Auditory	Volume Pitch Rhythm Voice quality (texture) Labeling Intonation	Volume Pitch Rhythm Voice quality (texture) Labeling Intonation	Volume Pitch Rhythm Voice quality (texture) Labeling Intonation		
				(abstract) Small number of cues	Large number of choices

Chart 2 presents an example of a sequence for teaching.

CHART 2

Example of Teaching Sequence: (incomplete)

Task	*Sensory Channels*		*Type of Cue*	*Cues*	*Choices*
	Receptive	*Expressive*			
1. Teacher presents child with a word card and says *you* or "This is *you*."	visual auditory	None	shape label	2	1
2. Teacher presents the child with a word card, says *you*, and asks the child to write it in the air. She demonstrates.	visual auditory	(motor) Kinesthetic tactile	shape label gesture	3	1
3. Teacher presents child with a word card and says *you* "Write the word on paper."	visual auditory	(motor) kinesthetic tactile	shape	1	1

This process takes into account the things which often cause teachers difficulties in accommodating special children within the regular classroom.

1. The first matter is one of achievement level . . . i.e., how much information has a child absorbed from his school experiences? With proper materials it is fairly easy to adjust the achievement level, but often teachers are frustrated to find that adjusting the achievement level does not remove the difficulty.

2. This brings us the second matter, learning style or learning pattern. This is reflected in the analysis which we've just previewed. If a child has visual figure-ground difficulties, he may in fact also need a reduced level in achievement, but even with the lowered achievement level in his materials, he may still lose his place and become confused unless some help is given to help him compensate for this particular deficit in basic learning skill. It is important to remember that with learning problem children, the **manner** in which a job is presented to a child is often the most critical factor in whether he is able to perform the job or not.

3. As a general rule, there are also some other characteristics of problem learners which teachers will need to keep in mind when planning lessons:

a. These children lack a system for learning. As important as the facts being taught is the way or the system which is used to teach THEM the system. This means that consistency and constancy of instruction are extremely important. Explaining one thing one way and then giving the same explanation a different way may only confuse — rather than help — the problem learner.

b. You must be sure your information is in before you try to get it out again. Problem learners will often miss the point or become confused with "hints" unless the information is put in ahead of time. Sometimes it is even necessary to tell the child the answer FIRST and then drill him on generalizing this to other situations. For instance a child with visual-auditory asociation problems stumbled over a word in reading. His teacher proceeded to give him lots of cues ("It sounds like . . .", "It rhymes with . . .", "It starts with the same letters as . . .", "on a rainy day you see it up in the sky . . ." etc). With each hint, the child guessed another word, until finally he looked up in total bewilderment. He had practiced six incorrect answers before the session was over. Had the teacher reversed the process by telling the child the answer and then using the extra helps, she would have given him the drill he needed to remember the word the next time, and he would have practiced only the correct answer.

The process of looking at children, trying to evaluate why they perform the way they do and then changing things to suit them is a critical part of any teaching, regular or special. While it may have different names, the process remains the same. It requires an alert and observant teacher to focus on what the child is doing without being misled by labels when faced with a child with special needs. It is important for the teacher to remember "Individuals . . . all so alike . . . each so different . . ."

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TEACHING READING IN OPEN EDUCATION
INDIVIDUALLY GUIDED EDUCATION

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GERALDINE HUDSON

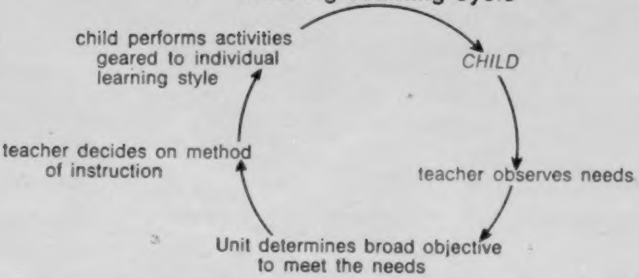
Why did we adopt Individually Guided Education? The faculties at Murphey and Claxton schools realized that we were not meeting the needs of our individual students. What should we do? We looked and decided team teaching and individually guided education might be the answer. We found a program developed by the University of Wisconsin and the Kettering Foundation called Individually Guided Education, or IGE. This was the program we chose because any team teaching, multi-aged program would contain many of the components of our program. Although we received no money, we did have access to in-service training. One week before school opened educators came and told us about IGE and how to plan individually. The in-service has continued and has greatly benefitted our program. Like other schools, we are constantly evaluating and finding things that need improvement.

There must be as many definitions for open education as there are people to give them. To the faculties at Murphey and Claxton Elementaries, open education means team teaching, flexibility, and more things than we could name. "Team teaching" is our term for teachers working and planning together and making the decisions for the children.

The Units consist of anywhere from 3-7 adults and 60-150 children who are multi-aged. Each Unit has a unit leader who receives no extra pay and has the major responsibility for the Unit. The unit leader also belongs to the Instructional Improvement Committee (IIC). The IIC consists of all the school's unit leaders and the principal, who makes the administrative decisions for the school such as financial decisions and scheduling the music student-teacher.

The Unit makes the decision for the broad objective. The teacher makes decisions about how to achieve the objective. The teacher is free to use any method she wants. Most of the grouping is done by the unit to meet the individual needs of the students. The needs of the student come before the objective. Chart I portrays the teaching-learning cycle.

CHART I
Teaching-Learning Cycle


CHILD
teacher observes needs
Unit determines broad objective to meet the needs
teacher decides on method of instruction
child performs activities geared to individual learning style

The two schools using IGE are physically about the same, and both are fully integrated. There the similarity ends. Claxton's school population is primarily upper income; and Murphey has many low-income children. Both schools have a resource teacher to work with learning disability and educably mentally retarded children, and both have a guidance counselor. Murphey has a Title I reading teacher with an aide. Murphey also has access to the Title I Reading Diagnostic Center of the Greensboro Public Schools. Each school was built with predominantly self-contained classrooms in mind. At Murphey, the walls were support walls; thus large "holes" were cut in the walls connecting the classrooms. At Claxton, some walls were removed completely, and some have "holes" in them.

Our program is based on the premise that each individual is more important than the curriculum itself. To implement the program we need flexibility! We constantly look for a plan that will help a child to succeed at reading and improve his self-concept. Sounds great, doesn't it? You've heard all this before. Now, how do you do it?

During the first weeks of school, the teachers in a Unit work with the children to assess their levels of learning. We study the characteristics of each that relate to success in reading. Grade level plays **no** part. The primary goal is **success.** We look for such things as visual and auditory discrimination, extent of the child's vocabulary, command and familiarity of words, and ability to follow directions. Testing is done formally and informally with an emphasis on informal testing. Each teacher tries to discover all she can about an individual child.

In the K-1 units, the teacher looks for the attitude of each child towards reading. Does he ask for stories to be read? Does he question what words say? The teacher observes whether the child follows left to right and top to bottom sequence. The Unit comes together, shares the information, and informally groups the children who have the same needs. As children progress at different levels and new skills are acquired, the groupings change to accommodate the changing needs.

In the 3-4 Units, grade level again is **not** important. There may be a fourth grader reading on primer level or a fourth grader reading on sixth level. Or, a third grader may be reading on a pre-primer level or on a fifth level. We take the children where they are, not where they "should" be. We assess for comprehension by using an initial reading inventory to place the child in a basal reading group, and we use the Wisconsin program for work attack skills. At times, the teacher uses records from previous years. After this assessment, the Unit groups the children according to their needs.

We try to limit the groups to no more than three groups per teacher. An example: one teacher may have a primer group, a 2-2 group and a 3-1 group. Another teacher may have a pre-primer, a 3-2 and a 4 group. For spelling, which is closely related to reading, we have a spelling placement test based on the adopted spelling series. We begin with the second-grade level; as children do not meet the criteria for mastery, they stop. Other children continue. The children with the same needs are again grouped. For handwriting, the teacher puts a short selection on the board and asks the child to copy it in his best handwriting. These are evaluated and groups formed according to the needs of the children.

One important part of our reading program is the advisor-advisee system. With ninety children and four adults we feel that each child needs one person with whom he can identify and go for help. The advisor-advisee system is a method of developing rapport between teacher and student and allows a sense of security and acceptance. The advisor is also responsible for designing the master program for her advisees. In the Unit meetings, the advisor is responsible for discussing a child. She also comes prepared with problems the other teacher can help solve. All of this helps to meet the needs of an individual child. A record is kept of each child discussed so that no child is ignored. We think the advisor-advisee system helps all unit members know a child and helps the advisor really understand the advisee.

In Individually Guided Education, there a carefully planned program. The key is that it is planned around the needs of the individual child, not the child fitted to the curriculum. Our program is **flexible.** The planning is conducted on a day-to-day basis. However, we don't necessarily teach on a one-to-one basis. We have small groups, large groups, and peer instruction. Our goal is to fit our instruction to individual learning styles. We attempt to use the learning style of an individual child as the method for teaching him. If a child learns best by listening, that is how we try to teach him; but at the same time, we encourage him to develop other learning styles. The child who learns best by reading is encouraged to work on committee skills or listening skills.

One important part of our program is our aides, interns, and volunteers. Did you notice the word "aides"? We got our aides **not** by getting extra money, but by giving up one teacher position for every two aides. In North Carolina, each kindergarten teacher gets one aide. In Units with kindergarteners, the aide works with all children, not just kindergarteners. Each school decides how to use the aides. The main qualification for an aide is a real love for children. These aides work under the direction of a professional teacher. The aides' tasks include:

1. checking attendance
2. checking pupils' work
3. collecting money
4. assisting in preparing bulletin boards
5. mixing paints
6. assuming playground duty
7. setting up and operating audio-visual materials
8. distributing and putting away materials
9. performing clerical functions
10. helping keep the classroom neat
11. helping pupils move from one activity to another
12. reading or telling a story to a group.

Their duties are numerous, but we capitalize on each aide's special talents and the unique contributions she can make to her Unit.

We gave up one professional teacher for five interns. Our interns come to us from Mars Hill College. The internship is a full year's program in which student teaching is combined with a full school year's experience in the public school with course work required by the college. The interns come to us at the very beginning of school and stay until the last day of school. They have two afternoons off a week to attend classes. Their classes are taught by the internship coordinator, who visits the interns in the classroom approximately every week. The interns observe for approximately a month, getting to know all the teachers, children, the building, and instructional levels. During their second month, they start working with very small groups for very brief periods of time. They gradually assume responsibilities and groups, working toward full-time teaching in March. There are no college class preparations during the intern's full-time teaching. The interns can handle (and often do) the same activities as the aides, but they are more involved in planning for the children. The interns learn to develop lessons in all the subject areas; then they teach under the supervision of a professional teacher. The interns are a welcome addition to our staffs because they contribute fresh ideas, boundless energy, and enthusiasm for the task at hand.

Claxton School also has the additional help of many parent volunteers. The parents supervise the children while the teachers have thirty-minute lunch breaks, tutor children in reading, serve as reading companions, work in the media center, weigh and measure children, assist in field trips and bus duty, paint furniture for the units, make games for the learning stations, and plan special enrichment or instructional lessons. Parents can share their talents and time with the children.

Another important part of our program is the use of learning stations. These stations are a continuation of the objectives and activities within the Unit. The Unit decides on the centers needed; then a teacher assumes responsibility for a certain number of stations. She arranges the materials and changes them as needed. The stations are used differently. The concept is still the same: to give the child a constructive learning experience that he is able to complete on his own. We list the objective, the directions, and the evaluation. The objective tells the child why he is doing an activity, the directions tell how, and the evaluation tells how to check the work or how much progress has been made. In the K-1 Units, children are generally given supervision in choosing their station. In the 3-4 Units, the children determine which station is appropriate. Supervision is given to students who need it.

What are the disadvantages of IGE? The main disadvantage is the amount of time required to plan for activities. We have solved some of this by scheduling free time for each teacher and by learning how to use our planning time more efficiently. IGE also requires creativity, tremendous amounts of various materials and a high degree of organization. An adult must have the ability to become involved with children and the adults in the unit. One must not be afraid to be truthful and to use tact a great deal of the time.

The most obvious advantages are increased learning by the children and their happiness in school. Why are they happier? The children succeed and therefore feel better about themselves. Self-concepts improve. Another advantage is that the teacher is more aware of the objectives of the learning program and how to accomplish them. IGE requires a systematic and highly organized learning program. As teachers are planning individually, materials also are used more effectively. IGE also gives the teacher support from within the unit, within the school, and outside the school. A teacher can have another adult to share successes and problems. IGE teachers support each other and offer advice.

Does IGE work? Here's one example. Mark was a very intelligent, quiet third grader. The second month of school his mother came to school and wanted to know what was going on. It seems Mark had always dreaded school and every morning left in tears, begging not to go to school. Now Mark woke up his mother, demanded breakfast, and wanted to know when it would be time for school! IGE — it really works!

THE EARLY CHILDHOOD PREVENTIVE CURRICULUM

NATHAN FARBER

The highest rate of failure in the elementary grades occurs in the first grade as a result of children's failure to learn to read. The high cost of failure can be documented in dollars and cents but cannot be calculated in terms of waste of human resources as a consequence of negative attitudes generated toward school, toward learning, and possibly to life.

Changing the 5-10 per cent rate of failure to success is the story of the Early Childhood Preventive Curriculum project. Funded in 1970 for a three-year period, the project developed and established a method of identifying high-risk children at the beginning of first grade and providing them with an individualized instructional program at the preceding perceptual level to enable success rather than failure to occur in beginning reading.

Utilizing the results of the **Clymer-Barrett Prereading Battery** and the **Thorndike-Lorge-Hagen Cognitive Abilities Tests** project personnel developed an index of risk by creating a multiplicative interaction of both tests. Both tests are utilized because success in learning to read is considered to be a function of mastery of prereading skills as well as cognitive abilities.

A set of forty performance-based objectives in the prereading areas of visual perception, auditory perception, visual and auditory sequencing and memory as well as perceptual-motor functions was developed. All high-risk children are administered the Prereading Assessments, and the results are plotted on a color-coded class profile which easily identifies children with regard to perceptual area and level of need.

The assessments are leveled according to degree of difficulty. Level one is the easy level, level two is mid-level in diffficulty and level three immediately below the decoding level of difficulty in perceptual area. All assessments are group administered. A **Teacher Guide** details instructions for pretraining and administration of tests and lists instructional implications as well as the performance objectives.

Following the charting of the initial mastery of children who are assessed, the teacher can turn to a coded **Catalogue of Instructional Resources** which is coded in the same fashion as the Prereading Assessments. Deriving instructional prescriptions can be easily accomplished by the appropriately chosen color-coded instructional resource materials from the **Catalogue.** Because not all commercially produced materials meet all child instructional needs, a set of games was developed by the project teachers. These unique games provide a high interest and motivation level with reinforcement and self-correcting principles built into their use. **A Games Guide** details complete instructions for making and using these materials, and these are coded into the Prereading Assessment System via the **Catalogue of Instructional Resources.**

The statistical evaluation of the progress of the children has reflected the readily observed progress in learning to read and growth in reading capacity noted in the project classrooms.

Project children were matched with a control group on age, sex, ethnicity, and high risk factor score obtained on the **Clymer-Barrett Prereading Battery** and **Cognitive Abilities Test.** A second control group consisted of a random selection of children who were high risk (chosen from a population of eligibles in a geographic area in the county which had no project classes). Both groups were compared with MANOVA on pre-test **Clymer-Barrett** and **Cognitive Abilities Tests** subtests scores and end-of-year achievement on **Stanford Achievement Test,** Paragraph Meaning. All indices were statistically significant beyond the .05 level in favor of project children.

The Early Childhood Preventive Curriculum has proved to be a viable educational alternative to meet the needs of children who might not be successful in first grade. Since July 1, 1973 (and anticipated through June, 1976), the Early Childhood Preventive Curriculum has operated as a Demonstration Center with visitors invited to view the successful program in action. Funds may be obtained through the network of State Facilitators (funded in 30 states in 1974-75) or through the State Title III Coordinator to visit the Demonstration Center and receive financial support to adopt the program where need exists.

TRAINING PARAPROFESSIONALS: NEW REQUIREMENTS AND PROGRAMS

EVELYN S. TYLER

For many years, all of us have recognized the need for educators to bring into the classrooms people who have certain skills which they can use in helping youngsters to learn better. We also recognize that many states are studying various ways of financing public schools. At a recent meeting of the North Carolina State Board of Education, the members received a report from the comptroller's office entitled **The Status of Equal Educational Opportunity in the Public Schools of North Carolina — A Search for a More Equitable Plan.** This study contains some alternative approaches to fiscal equalization. While this does not speak to employment of auxiliary personnel, it does indicate that North Carolina is looking at its methods of funding the schools. We further recognize that studies show, and hiring practices substantiate, that we have more certified teachers than we have available teaching positions.

Since the late 1960's in North Carolina, we have been using auxiliary personnel volunteer parents, student aides, adult teacher aides, teaching assistants, specialists in various competencies, and tutors — as support people in the teaching process. Many of these paraprofessionals had been given at least some training prior to placement. Others of them had not, and it fell the lot of the teacher to whom one was assigned to decide which duties could be handled by such individuals. Many teachers themselves did not realize the extent of responsibility which could be assigned to an aide. Most teachers at least at the elementary level (and that is where most paraprofessionals were placed) welcomed the extra pair of hands with open arms, and there began a new kind of relationship in the school setting.

In our public schools we have placement situations in which one teacher and one aide work together throughout the school year as a team. We have situations in which one aide serves several teachers going from one to the other daily for a school year, and we have situations in varying degrees between these two extremes.

In North Carolina we also have excellent job descriptions for auxiliary personnel; in these cases the aide feels secure in the knowledge of what is expected in the way of services. On the other hand, there are aides who have no job description; these do just what the teacher tells them to do. Some of these are frustrated in many instances as are the teachers they attempt to support.

There are (more than likely) many salary schedules being used in the various systems of the state. Let me say here that much of the funding for these positions has come from federal grants for special programs or from local funds. According to the results of a survey made by the Association of Classroom Teachers last summer, of the 57 local ACT units reporting, the breakdown looked like this:

Federally funded	1,474
State funded	697
Locally funded	544
Other	80
Total Number of Aides	2,795

As you can see, with the advent of the paraprofessionals there came some problems. I have mentioned a few. There are many. I believe the problems can be resolved, and I believe the State Board of Education will be compelled to develop some policy statement or to establish some guidelines for these new personnel before the difficulties are overcome.

This brief history of the use of aides in North Carolina Schools is provided to offer a background for explaining a projected plan to train auxiliary personnel so that when one is employed by a local educational agency, the Local Education Agency, the paraprofessional, and the classroom teacher with whom the aide is placed will know the person is qualified to hold such a position.

In thinking about a possible course of study, I had first to decide what such a person needed to know in order to be of real help in the classroom.

Since anyone working with youngsters needs to be able to use the English language properly, a course in basic grammar is necessary.

Knowledge of children is vitally important, I believe, so we are incorporating several levels of human growth and development in our course of study.

It seems that most people could operate better with improved reading skills, so we are requiring reading improvement and enrichment in our proposal.

Ever since I began teaching I have felt that all teacher-training institutions should require prospective teachers to take a course or two in typing. Therefore, our course of study will require two quarters of typing classes.

Since we are so aware now of the need to work with exceptional children and children with various learning disabilities, and since these children are found in our classrooms, we think it is important that auxiliary personnel know something about these exceptionalities and disabilities. We offer one course in this area.

An aide will be most helpful to any teacher if she is trained in the use of all kinds of media — I'm thinking now of art media, visual, and auditory media — so we plan to require this kind of training as a part of our course of study.

There is also a need for these persons to have first aid training, to be able to work with small groups, to be adept at oral communications, and to know something about family life in American cultures. Anyone working in our schools needs to be knowledgeable about certain statutes dealing with public school law. We hope to meet these needs.

Paraprofessionals should know what they can and cannot do from an ethical standpoint — as well as the legal one. They should know how to give tests, keep records, make reports, and screen children for sight and hearing. They need to know how to weigh and measure youngsters. We hope our course of study will provide them with this knowledge.

Finally, a well-trained aide should know what is being taught to youngsters at various levels for she should be able to give short-term, small group or individual instruction in certain subject areas.

In developing our course of study we are requiring the study of state adopted textbooks. We also will require observation and practicum experience in public schools.

There are many schools in North Carolina which do not have full-time librarians. This may be an appalling bit of knowledge to some of you, but it is a fact. Also there is now money appropriated at the state level for physical education in the elementary schools across the state. We feel that some of our students might be interested in one of these areas so we have created electives in library science and physical education.

There are so many possibilities for training these people that our course of study might well be open-ended insofar as electives are concerned. For example, if a student in our program has an interest in art, music, reading, mathematics, or any other subject taught in our schools, she could ask for all of her electives to be in that given area. She would then become a **specialist** who could be employed to give instruction in her area of specialty.

We have talked with many teacher aides in various school systems in North Carolina and have found that a large number of them have enjoyed their work so much that they have entered college and become certified teachers. Just two weeks ago my secretary (who is very interested in our work) and I visited in the Thomasville City Schools and in talking with various people, we met two teachers who had been aides in the very schools in which they now teach. Since we know that some persons who enter our program may want to become classroom teachers, we are going to try — and I don't know whether we will be successful or not — to build a college transfer component into our course of study.

At the moment, we are considering two types of programs: The diploma which would be completed in one year and the Associate Degree program which would require two years to complete. It is through the associate degree program that we hope to assure transfer of credit toward a bachelor's degree at four-year institutions. Both of these programs would have the same core curriculum, but the course of study for the associate degree program would be more in depth.

What we are aspiring to do is to build as much flexibility into the program as possible to allow for the many kinds of performances called for in our schools while producing auxiliary personnel with high-level competencies for the job required. The development of such a program has not been simply my effort. Last fall, classroom teachers from all areas of the state, community college presidents and deans of curriculum, university people, superintendents, supervisors and principals, and lay persons received working copies of our proposal and were asked to critique the work. We have been gratified by the many suggestions we have received. It is our intention to make a similar appeal when we have our revision complete.

Now let me briefly describe another project which I believe you will be happy to know about. I have been assured that this proposal will be funded so that the project can begin and move along on schedule. The developers of the project entitled **Reading Teaching Technicians: An Interagency Proposal for Dealing with Reading Instruction in the Public schools** are attending this conference, and I commend them today for their work.

The training of the Reading Technicians will be a joint effort of a four-year institution, a two-year institution, and a public school system. This effort will attempt to:

1. train diploma students at a TYI to effectively deal with those children in our local education agency (LEA) who are lagging dramatically in reading.
2. elevate the cognitive and affective reading skills of children served by the local education agency.
3. train doctoral-level university students to deal, in a more viable way, with the instructional programs of a TYI and an LEA.
4. prepare doctoral-level university students to deal with reading problems facing public school administrators.
5. generate a model for training teaching technicians which can be disseminated throughout the state and nation.
6. generate a disseminatable monograph detailing how three agencies (TYI, LEA, University) may explore consortia resolutions to common problems.

With this effort and the others we have in this state, and with renewed commitment to reading as our first educational priority, I agree with Al Granowsky, that we can overcome our reading deficiencies and have what he calls "zero-failure".

May I pledge to you that I will continue to do what I can in this endeavor.

"THE WHYS AND WHEREFORES OF READING DISABILITIES"

(Continued from page 31)

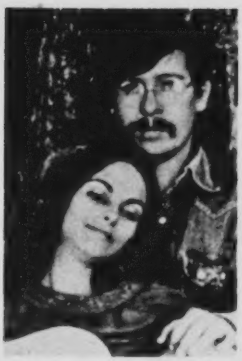
4. Probably there is some genetic factor in dyslexia. To summarize, the major points I have made are these:

There is no one cause, there is no one cure. We have to think of reading as involving both word recognition and comprehension. We also must think of a range of reading disabilities. We must recognize that we can classify reading problems as being cases of secondary reading retardation. (socio-psychological and psycho-physiological). Finally we must recognize that there is a very small group of youngsters who have primary reading disability which we call dyslexia.

We talk about prescriptive teaching, and that is excellent. We should have prescriptive teaching, especially in working with severely disabled children. But no matter what our roles are and no matter what we learn through our research, we must never forget that the teacher is most important; specifically how the teacher relates to the child. The teacher's personal qualities , her personality, and her attitude toward the child are factors which exert tremendous influence on the amount of progress we can expect of any youngster but especially one with a reading disability.

THE CHANGING AMERICAN BALLAD AND OTHER THOUGHTS

DICK and ANNE ALBIN



(Note: Dick and Anne Albin are professional singers and entertainers based in Anchorage, Kentucky. Their interest in traditional music has led them into collecting ballads and songs for their performances and into designing and building mountain dulcimers. The Albins have recently recorded an album of mountain music called RED ROSES, GREEN BRIARS, AND MILK WHITE STEEDS. During the Summer of 1975, they presented free concerts in some of Kentucky's state parks.)

"It's folk music because horses don't sing it." That's how blues guitarist Bill Broonzy put it.

How you define folk music and how you use it and enjoy it is pretty open. You can be very strict or fairly loose in your definition.

The music Anne and I are referring to in the N.C.C.I.R.A. workshop is the Anglo-Saxon music brought to this country by early settlers and passed on from generation to generation. "The Changing American Ballad" is a title we choose to indicate that the music is fluid and continues to change.

The music in this workshop also includes new songs that filter in and out of the mountains and the songs the settlers wrote to suit their new homes. What was saved from the old ballads and songs, folktales, superstitions, and daily ways of doing things and what was added to this heritage is the cultural fingerprint of mountain people.

People cut off from their culture lose spirit. Their stories, songs, customs and manners are the glue that holds them together. Without continuing folklore, tribes and clans disintegrate, and individuals get lost. This is a tragedy. But, too often, people who have managed to shape themselves to fit the mainstream think that cultural disintegration is something that happens to Indian tribes and primitive peoples and not to them.

It can and it does!

During our parents' generation and even today, there was an upward mobility away from country roots. People became better educated. They abandoned the land and moved to the city. During this period of despising our country's heritage the cartooned stereotype of mountain people become popular.

Anne's father once told her that when he was growing up he wouldn't have dreamed of playing his father's banjo and singing a 'folk song.' (Anne's grandfather had travelled with a tent show throughout the West.) Today her father and friends gather almost weekly to play oldtime string and country music.

Al Capp's caricature of mountain people has gained enough credence to filter into our high schools. When I was in high school my guidance counselor was careful to explain that even though I had placed highly on some of my merit scores I would be in the low percentile if I lived in California or the East Coast.

The sad thing is that I believed him. I thought of myself as a cultural inferior. A couple of years ago, I got a little of my own back when Anne and I toured for the National Humanities Series to bring a little culture to the northeast.

People accept the image of mountain people as stupid, barefoot, and lazy. Al Capp has institutionalized this in Dogpatch USA — in essence he has institutionalized poverty. If he had established a cartoon city in a black ghetto complete with watermelon-eating contests and buck and wing dancing in the streets in this decade, he would not have been treated kindly.

I am happy to report this stereotype is not as readily accepted as it used to be.

If you can treat mountain customs too lightly, you can treat them too seriously as well. Some treat folk music as a precious jewel that only a knowledgeable few can understand. They salt their finds away in a museum-like atmosphere and intone references that only an initiated few can understand — references designed to make the outsider know how little he knows.

But folklore is not some precious jewel to be salted away. It is like an ax to be taken into the wilderness and used.

We made this comment to Arkansas ballad singer Almeda Riddle. Almeda has been singing songs all her life (over 70 years), and her friends know her as "Granny" Riddle. Songs have sustained her throughout her life. She sings for fun and to entertain others. She sings to pass the time while working, and she sings her hymns to worship. "Yes," Granny Riddle said, "a folksong is like an ax, an ax to hew down the trees in a forest of ignorance."

To "Granny" Riddle songs are not precious jewels to be set aside. They are something to be used from day to day and hand-ed on from generation to generation. She admits freely that some of her best singing is done when she has her hands in a dishwater or a baby in her arms.

Stereotypes kill folklore and treating it too preciously kills it; but there are people young and old, like Granny Riddle, who give the songs and themselves new life by singing.

Annadeene Fraley, a singer from Rush, Kentucky, told us about an accident that was reported to her when she lived near Harlan. She said she heard that a man had been "KILT." She asked when the funeral was to be. "Oh he ain't dead," was the reply, "He's kilt real bad but he ain't destroyed!"

So while some try to kill folk songs — and they may be "Kilt real bad" — I'm happy to report "they ain't destroyed" and I think they'll live.

How did ballads and songs get here? Mountain folklore, and for that matter American folklore, came here with the people. It travelled with them and was changed to fit their new home.

The many references to kings, queens, knights, and princes are dreams of faraway times and places that we've held onto like old travel photos. They remind us of who we are and where we've been.

A ballad is a song that tells a story. Some ballads are short, some long. They are sad and humorous. There are ballads to fit almost every need.

J. P. Fraley, Annadeene's husband, said that he and his friends used to sing long ballads to walk home after a dance or party. It would pass the time. And if you remember the nervous laughter of children walking in the dark, the ballads must have filled in the night noises and made them bearable.

Scottish singer Norman Kennedy is a weaver; and his ballads, he says, fit the rhythm of his loom. Both he and Granny Riddle put songs and work together.

Anne and I have found that the old ballads still hold audience attention. We have grown to know that most audiences have a 'television attention span' and that they seem to crave a commercial break; but they will sit entranced and listen to the stories the songs tell.

We have seen young lovers in some of our audiences gaze with "star filters" in their eyes on hearing love ballads; and we have enjoyed scaring the day-lights out of school children with songs hundreds of years old.

The early settlers of the mountains came primarily from the British Isles. They arrived here in the 1700 and 1800's. Vestiges of language from that period held on in the mountains until recently.

The mountains were difficult to penetrate. People streamed in over the Cumberland Gap into Kentucky and Tennessee and found their way up "hollers" and carved out settlements and homes. Until the coming of the roads, the mountains remained hard to penetrate. They were barriers that held the culture in and kept the world out.

For example, my grandfather was raised in Tennessee, and language experts at the University of Arkansas detected vestiges of Elizabethan phrases and pronunciation in his speech.

The old musical styles were sheltered in the mountains as well. Far from fitting the romantic notion that every mountain cabin has a dulcimer hanging on the wall, mountain styles today reflect what is popular in rock and country music that is played on the radio. But to this day, people can still hear modal singing in the mountains. This kind of singing is more akin to Gregorian chants than to the Protestant major and minor keys generally accepted elsewhere in America.

The dulcimer is physical evidence of modal style. It has a diatonic rather than a chromatic scale.

The mountains were a barrier to rapid progress as well. Industrialization was slow in coming. Now that it is here it stands to flood out the valleys and strip down the mountains.

New immigrants came to the mountains, and freed and enslaved blacks came as well. General George Washington lost a whole party of slaves he sent to settle some Ohio River land he owned. They decided not to work for him and walked away.

Even though new immigrants arrived in the mountains, they didn't arrive in vast numbers all-at-once to upset the culture that was already there. More often than not, they adopted mountain ways rather than changed them.

Nor were the mountains cut off from the happenings of the day. Evidence of this can be found in the badman ballads about Jesse James and John Hardy that worked their way into the mountains.

Years passed, and the old ballads changed as well. People sang them from generation to generation. They learned them by hearing them sung, and strange things began to happen. A word or two was changed here and there, and pretty soon the songs didn't have a lot of literal connection to the older ballads.

Have you ever played the parlor game of whispering a story to one person who, in turn, whispers it to another person until the story has been told five or ten times? What comes back to you usually isn't much like what you told the first person. For instance Anne and I told a story to a group of girl scouts in Georgia who retold it about twenty times. All that was left when it got back to us was, "There was a man in this donkey hat or something."

This happens in songs as well. People will claim that nonsense syllables have meaning and have even reported a sentence of nonsense words in a song to be Cherokee. This happens because the song has been passed around orally without being written down. Words that don't make any sense are changed to ones that do. Singers change a melody or lyric to suit themselves and to make the story better. Pieces of one song or story will find their way into another or become a new one.

What is changed in a song is as important as what is saved. Once a song is written down, and frozen in time, it is no longer a part of the folk process. People talk about an older version of a ballad and will often challenge you saying they know how a song originally went. (No one knows how they originally went.) They are talking about something frozen outside of the folk process. They are admiring a relic.

Like archaeologists, folklorists study old relics; but they are interested in living changes more. What is saved from a past culture is no less and no more important that what is changed to form the new.

Today, with a growing interest in getting back to the land, a movement toward a sounder ecological system, and a National Bicentenial Celebration, people are taking a closer look at their heritage. Black Pride, Chicano Pride and Indian Pride have made being proud of who we are a respectable pastime. With this pride, the country bumpkin image is fading. America is not a great melting pot that blends us all together in a gray sameness. We have learned to celebrate our differences and to invite people to share them with us.

Arkansas folklorist Vance Randolph once titled a collection of folklore "We Always Lie To Strangers." We do lie to strangers because we don't know how far we can trust them. We don't show them where the family silver is stored until we know they aren't going to steal it. We keep our cultural treasures a secret too. We don't share home remedies and superstitions, for example, for fear of ridicule.

So, you are invited to share mountain heritage. The going will be slow at first; but if you stop and visit and are not in too much of a hurry to listen to some songs and swap some stories, we'll not be strangers long.

Who knows — some of each of us may rub off on the other.

[The Albins then presented a program of ballads and folk songs.—Ed.]

BOOK LIST

The following is a list of books and records that might be useful as a place to start with American folklore. It is, at best, sketchy. Each of you will want to develop your own library according to your own interest.

1. *"The English and Scottish Popular Ballads"* by Sir Francis Child, Houghton Mifflin—New York
   This is a five volume set of books collected in the 1800's. It is a good reference and is used as a key to many American ballads transplanted from England and Scotland. Many libraries have it.
2. *"Old Songs and Singing Games"* by Richard Chase, University of North Carolina Press — Chapel Hill
   Richard Chase is well known and respected. Check for collections of stories and tales by him as well. They make good reading.
3. *"American Folklore"* by Richard Dorson, University of Chicago Press — Chicago
   This book spans folklore from colonial to modern times. It includes some interesting chapters on immigrant folklore and folklore on campus and in the army.
4. *"South From Hell-Fer-Sartin"* by Leonard W. Roberts, and *"Appalachian Heritage"* Book Council of the Southern Mountains — Berea, Kentucky
   A collection of folktales from Kentucky.
5. *"American Folksongs for Children"* by Ruth Crawford Seeger, Doubleday — Garden City, New Jersey
   This book contains several kinds of children's songs and explains how the songs are used. It is a "book for parents, teachers, and children."
6. *"Songs of Forest and River Folk"* by Paul Glass and Louis C. Singer, Grosset and Dunlap — New York
   This is, as it says, a collection of river songs.
7. *"American Folksong - Woody Guthrie"* edited by Moses Asch, Oak Publications
   This is a book of songs by Woody Guthrie. It contains information about him as well. It is interesting to compare his songs with older American folksongs for similarities.
8. *"A Treasury of American Folk Humor"* by James Tidwell, Bonanza Books — New York
   This anthology includes both folk tales and writing of American authors.
9. *"American Negro Songs and Spirituals"* by John W. Work, Bonanza Books — New York
   The influences of Negro folklore on white folklore are subtle and rich. This book includes 230 songs and textual material.
10. *"A Treasury of American Folklore"* by Ben Botkin, Crown Publishers — New York
    This is a fine overview of American folklore. The collection contains stories, tall tales, nursery rhymes, witch tales, ballads, songs, and games. The Book is introduced by Carl Sandburg.
11. *"The Foxfire Book"* edited by Eliot Wigginton, Anchor Books, Doubleday — Garden City, N. J.
    The Foxfire Books are collections of the North Georgia mountain area by high school students. They are brightly written and have a great deal of information in them. There is also a Foxfire magazine.
12. *"Hillbilly Women"* by Kathy Kahn, Avon Books, The Hearst Corporation—New York
    A contemporary look at the life of some mountain women written by singer Kathy Kahn. She has a record album as well that might be interesting in connection with the book.

13. "*Best Loved American Folksongs*" by John and Alan Lomax, Grosset and Dunlap — New York
This collection covers the United States and includes ample introductory material by the Lomaxes. The Lomax family, as well as the Seeger family with particular emphasis on Charles Seeger, have collected many volumes of folklore. A good library should include a cross section of their work.

14. "*Traditional Ballads and Folksongs Mainly from West Virginia*." by John Harrington Cox, American Folklore Society, Bibliographical and Special Series, Volume XV—1969
This is a good collection of West Virginia. There are other specialized collections for other areas of the country as well.

15. "*A Singer and Her Songs*" by Almeda Riddle and edited by Roger D. Abrahams, Louisiana State University Press — Baton Rouge
This book gives a great deal of insight not only into Arkansas ballads but also into one of America's finest ballad singers. It is a personal recollection of over 70 years of singing.

16. "*Eighty English Folksongs From The Southern Appalachians*." by Cecil J. Sharp & Maud Karpeles, M.I.T. Press— Cambridge
This is an excellent collection of ballads. Cecil Sharp has written many collections from the Southern Appalachians; all are worth looking into. His collections are a must for serious study. Notes about the songs are included.

17. "*A Treasury of American Song*" by Olin Downes and Elie Siegmeister, Consolidated Music Publishers — New York
This is a generalized collection that has modern songs as well as ballads. It includes urban as well as rural folklore and is a nice reference.

18. "*Folk Songs of the Southern Appalachians*" by Jean Ritchie, Oak Publications — New York
This is a unique collection made more personal by Ms. Ritchie in that it is a collection of her family's songs.

19. "*Celebration of Life*" by Jean Ritchie, Geordi Music Publishing
This collection includes songs by Ms. Ritchie and songs with additional words by her.

20. "*Ozark Magic and Folklore*" *by* Vance Randolph, Dover Press — New York
Vance Randolph's collections of Ozark folklore, folksongs, superstitions, and culture rank as the best anywhere. Aware that he was collecting a culture, Mr. Randolph wrote down everything from transplanted Chaucer tales to daily habits. His material doesn't suffer from that mania to make folklore a cultural pursuit which seemed to infect many of his contemporaries. His volume of Ozark songs is a very good source but hard to find. His collecting helps give perspective to American folklore in that it traces a second generation of migration in America and follows the movement west from the eastern mountains.

21. "*Who Blowed Up the Church House?*" by Vance Randolph, Columbia University Press — New York (Folktales)

22. "*We Always Lie to Strangers*" by Vance Randolph, Columbia University Press — New York (Folktales)

23. "*Stalking the Wild Asparagus*" by Euell Gibbons, David McKay — New York
Anything that gives you information about the earth helps in folklore. A woman in Missouri once said, "I believe you can eat anything. I think you can eat poison ivy if you cook it in enough bacon greese."

24. "*The Ballad Book*" by John Jacob Niles, Bramhall House — New York
This collection reflects Mr. Niles personal taste and is a collection of Child ballads in America. It does not contain the breadth of song found in other collections but is interesting as a reference.

There are many, many other books on folklore and collections of songs and stories which you will want to look into. Many are available from libraries and can be found under the general heading of Folklore. A general anthology will give you a start; the selections in it may lead you on to other, more specific books. Be sure to check for regional collections and series. The WPA Writers Workships are a good place to check even though many of them are not specifically folklore studies. For special problems, contact the Library of Congress, Folklore Archive.

A RECORD LIST

Folk songs are even more interesting when they can be heard as well as read. The following is a list of records with folk songs on them. It is likely that folklorists in your area have recorded records or field tapes of traditional music. Many professional singers have recorded traditional songs on their albums; so in addition to looking for albums with collections of songs, you might also look for albums that include one or more songs you are hunting for.

1. *"Songs and Ballads of the Ozark Mountains"* by Almeda Riddle, Vanguard VRS 9158
   This is out of date and hard to find but well worth having. It is sung unaccompanied.
2. *"Ballads and Hymns From the Ozarks"* by Almeda Riddle, Rounders Records 0017
   This record comes with a booklet. Both of Ms. Riddle's albums are a good source for Ozark songs and can be used with her book.
3. *"Howie Mitchell"*, Folk Legacy Records — Sharon, Conn.
   Howie Mitchell builds beautiful musical instruments and plays them all in a clear, straight-forward style. A good record to listen to.
4. *"The McClain Family Band"*, Country Life Records, CPO 1322 — Berea, Ky 40403
   The McClain Family is well known for bluegrass renditions of old Kentucky ballads and songs.
5. *"Wild Rose of the Mountains"* by J. P. and Annadeene Fraley, Rounders 0037
   As fine an album of oldtime fiddle music as is available.
6. *"Buck White and The Downhomers"* — Country Records 735
   This record is interesting in that it contains many old country songs that make the transition from folk to country. Fine mandolin and instrumental work as well.
7. *"Many-a-mile"* by Buffy Sainte-Marie — Vanguard
   This album has some old folk tunes on it. Her performance is fine and shows how different performers personalize a song.
8. *"The Working Girl"* by Kathy Kahn, Voyager Recordings — Seattle
   Woman's songs from mountains, mines, and mills. This album would be good to have if you use the Kathy Kahn book.
9. *"Dr. Ginger Blue"* by Asa Martin & The Cumberland Rangers — Rounders 0034
   Asa is an oldtime radio and vaudeville performer. This is a great piece of memorabilia that sheds light on the move from folk to country.
10. *"Ozark Folksongs and Ballads"* by Max Hunter, Folk Legacy Records — Sharon, Conn.
    This is pure Ozark and nicely sung by collector, Max Hunter. Max is one of the foremost collectors in the country. He has recently given his collection — literally miles of recorded tapes — to the Springfield, Missouri library.
11. *"Red Roses, Green Briars and Milk White Steeds"* by Dick and Anne Albin, Mr. Chocolate Mess Music, P. O. Box 23347 — Anchorage, Ky 40223
    This is an album of ballads and songs from the mountains. It includes songs from West Virginia, Kentucky, Arkansas, and the Missouri Ozarks.

There are many records with folk music on them available and they can be found in library card catalogues. Here are some people worth looking for. They have all recorded some songs you'll want to hear. You might enjoy comparing versions from one performer to another.

Pete Seeger, Jean Richtie, Burl Ives, Carl Sandburg, Bill Broonzy, Hedy West, Annadeene Fraley (Try Rounders), Carolyn Hester, Judy Collins, Joan Baez, Doc Watson, Michael Cooney, The Carter Family, The Weavers, Odetta, John Jacob Niles.

READING AND MUSIC

RAY ELLERMAN

H. LEE FOWLKES

"Audi, vide, et tace si vis vivere in Pace. See, Hear and be silent, if you wish to live in peace." That is the Latin inscription inside my harpsichord. It is copied from an antique French harpsichord and is the theme of our program. This other title instrument is called a Clavichord.

In 1404 Eberhard Cersne wrote a poem called "The Minnesingers," which mentions the clavichord. This is the earliest known reference to the little light, delicate, sweet instrument in which the strings are struck by brass wedges called tangents. Tangere means to touch, and that is exactly what the wedges do, touch the string when a key is depressed. This produces a sweet fairy-like tone.

A manscript of Arnault de Zwolle of Burgundy written in 1435 pictures both a clavichord and a primitive harpsichord. By 1500 it was beginning to assume the size and shape of the modern-day instrument. Harpsichord designs were never standardized so they varied from country to country and maker to maker. Regardless of its size and shape, any instrument you see is authentic. The strings on the harpsichord are plucked, giving a more brilliant, louder tone but less expressive than the clavichord. After the harpsichord was invented, we have practically no mention of a clavichord being used in any country except Germany. Germans loved both instruments and used both equally. They used the word **klavier,** which means a keyboard instrument. This referred to either instrument and even included the piano after its invention.

The music written in the 17th and 18th centuries, when these instruments were popular, is called Baroque. Music of this era was improvisatory, and much creativity was left to the musician. No one was expected to adhere strictly to the notes. Music today has been criticized for lacking creativity. The program today will give you some idea of how creativity can be restored.

In 1971 the Arts Council of North Carolina started a Musician-in-Residence program in the Technical Institute—Community College system throughout the state. Five musicians served in 1971 and 1972 school years. I (Ray Ellerman) joined the program in 1972 and Mr. Fowlkes this year. In 1973 the Arts Council changed the name to Artist-in-Residence and added dramatics and visual artists. In 1971 and 1972 musicians shared programs and frequently performed together. In 1973 I heard comments from my fellow musicians, "What can we do with the other non-musicians?" I like challenges and am happy to have this opportunity to demonstrate what can be done with non-musicians. I found one composition for a narrator and harpsichord but unfortunately it is out of print. The program today is therefore the figment of both our imaginations.

Our opening number is the first series of Toccata and Versets which are fugues by Gottlieb Muffat. Gottlieb Muffat was born in Passau in 1690 and died in Vienna in 1770. These 12 sets of Toccatas and Fugues were writen in 1726 for church services and vespers. They are short and are designed to interrupt choral passages of the liturgical elements of the Lutheran Church service. We are using the Credo or Nicene Creed and instead of singing or chanting the creed, we will recite it.

CREDO

Text: Nicene Creed	Music: Toccata and Versets (first series) Gottlieb Muffat

Toccata Prima

I believe in one God. The Father omnipotent, Maker of heaven and earth, and of all things visible and invisible:

Fuga ima

And in one Lord Jesus Christ, the only begotten Son of God, born of the Father before all worlds: God of God, Light of Light, Very God begotten of Very God, not created being of one substance with the Father, by Whom all things were made: Who for us men and for our salvation descended from heaven;

Fuga 2da

And was incarnate by the Holy Ghost of the Virgin Mary, and was made man,

Fuga 3tia

And was crucified also for us under Pontius Pilate. He suffered and was buried.

Fuga 4ta

And the third day he rose again according to the Scriptures, and ascended into heaven, and sitteth on the right hand of God the Father. And he shall come again with glory to judge both the quick and the dead: Whose kingdom shall have no end.

Fuga 5ta

And I believe in the Holy Ghost, the Lord and giver of life, who proceedeth from the Father and the Son, who with the Father and Son together is worshipped and glorified, who spoke by the Prophets: And I believe in one Catholic and apostolic Church. I acknowledge one baptism for the remission of sins. And I look for the resurrection of the dead, and the life of the world to come. Amen.

Our second number will be of a quite different nature. We are combining 18th century and 20th century. Francois Couperin is the greatest of the French harpsichord composers. He was born in 1668 and died in 1733. He wrote four volumes of harpsichord pieces; they range from light little salon compositions to serious profound to satirical compositions. We will hear one satirical and one profound composition. They are both in Couperin's 13th Suite; the profound one follows the satirical one and makes the satirical one even funnier. The composition is in the form of a chaconne. This means an harmonic base is set in the first couplet and used with variations in all of the 11 couplets to follow. It is entitled "The French Follies" or "The Dominoes". A domino is a costume, not those worn by actors, but by distinctive servants such as priests and nuns. Each couplet portrays a woman wearing a robe of the color that, according to Couperin, reflects her attitude toward love. The first one or main theme is the Virgin, and the color of her robe is invisible. Then follows shame (pink), Ardor (flesh-colored), Hope (green), Faithfulness (blue), Perseverance (linen gray), and Langour or lack of vigor (violet). The violet is an interesting one because in the music Couperin indicates a colorless variation rendition, and yet he picks a brilliant hue.

Ah, now we come to old gallants and superannuated ladies (purple and dead leaves). This is followed by the benevolent cuckoos (yellow). Now the silent jealous one (moorish gray). The last one is the desperate one or last hope (black). This is the last number in the chaconne, but the suite contains one more number. The title of this profound piece is almost too much because it is called "Souls in Purgatory."

What kind of poems could match this satire? Couperin's attitude is individualistic and not the typical 18th century attitude. We chose the love sonnets of Edna St. Vincent Millay. These are also individualistic and not typical of the 20th century attitude. They are not to be regarded as satirical. Our choice may not be your choice so let's hear what the effect will be. "Hear, see and be silent and we will all live in peace." In this case don't be silent; let us know what you think, for this is life.

[The artists then presented a rendition of Couperin's 13th Suite and Edna St. Vincent Millay's poetry.—Ed.]

Johann Kuhnau was the music director of the St. Thomas Church in Leipzig. He raised the position to national prominence. When he died in 1722 the committee to find a replacement could not find an adequate successor so it decided to try a relatively unknown named Johann Sebastian Bach.

In 1700, Kuhnau tried a new technique. This was writing music to tell a story; thus we have the first program music to be written. His attempts are rather naive. Even the fifteen-year-old Johann Sebastian Bach thought so because when he was 19 he wrote a piece as a satire on these biblical sonatas called "Capriccio on the Departure of a Beloved Brother." In this composition he made "Much ado about nothing" portraying the family's concern over his brother, Johann Jacob Bach's taking a position with the king of Sweden's Band as First Oboe player. We will do the First Biblical sonata, "The Battle Between David and Goliath." We are reinstating the spoken word that Kuhnau attempted to delete. We are using the Jewish Scriptures which read very close to the King James Version but change enough words to make it 1700 and not 1611, which is the Renaissance Period in music.

THE BATTLE BETWEEN DAVID AND GOLIATH

Text:	Bible II Samuel	Music:	Biblical Sonata No. 1 Johann Kuhnau

Now the Philistines gathered together their armies to battle, and Saul and the men of Israel were gathered together, and set the battle in array against the Philistines. And the Philistines stood on the mountain on the one side and Israel stood on the mountain on the other side; and there was a valley between them. And there went out a champion from the camp of the Philistines, named Goliath, of Gath, whose height was six cubits and a span. And he had a helmet of brass upon his head, and he was clad with a coat of mail; and the weight of the coat was five thousand shekels of brass. And he had greaves of brass upon his legs, and a javelin of brass between his shoulders. And the shaft of his spear was like a weaver's beam; and his spear's head weighed six hundred shekels of iron; and his shield-bearer went before him. And he stood and cried unto the armies of Israel, and said unto them: "Why do ye come out to set your battle in array? am not I a Philistine, and ye servants to Saul? choose you a man for you, and let him come down to me. If he be able to fight with me and kill me, then will we be your servants; but if I prevail against him, and kill him, then shall ye be our servants, and serve us." And the Philistine said; "I do taunt the armies of Israel this day; give me a man, that we may fight together." And when Saul and all Israel heard those words of the Philistine, they were dismayed, and greatly afraid.

(Play first movement)

Now David was the son of Jesse, and the three eldest sons of Jesse had gone after Saul to the battle. Now David went to and fro from Saul to feed his father's sheep at Bethlehem. And Jesse said unto David his son: "Take now for thy brethren an ephah of this parched corn, and these ten loaves, and carry them quickly to the camp to thy brethren. And bring these ten cheeses unto the captain of their thousand, and to thy brethren shalt thou bring greetings, and take their pledge; now Saul, and they, and all the men of Israel, are in the vale of Elah, fighting with the Philistines." And David rose up early in the morning, and left the sheep with a keeper, and took, and went, as Jesse had commanded him; and he came to the barricade, as the host which was going forth to the fight shouted for the battle. And Israel and the Philistines put the battle in array, army against army. And David left his baggage in the hand of the keeper of the baggage, and ran to the army, and came and greeted his brethren. And as he talked with them, behold, there came up the champion, the Philistine of Gath, Goliath, by name, out of the ranks of the Philistines, and spoke according to the same words; and David heard them. And all the men of Israel, when they saw the man, fled from him, and were sore afraid.

(Play second movement)

And the men of Israel said: "Have ye seen this man that is come up? Surely to taunt Israel is he come up; and it shall be, that the man who killeth him, the king will enrich him with great riches, and will give him his daughter, and make his father's house free in Israel." And David spoke to the men that stood by him, saying: "What shall be done to the man that killeth this Philistine, and taketh away the taunt from Israel? For who is this uncircumcised Philistine, that he should have taunted the armies of the living God? And the people answered him after this manner, saying: "So shall it be done to the man that killeth him." And David's eldest brother heard when he spoke and he said: "Why are thou come down? and with whom hast thou left those few sheep in the wilderness? I know thy presumptuousness, and the naughtiness of thy heart; for thou are come down that thou mightest see the battle." And he turned away from him. And when the words were heard which David spoke, they rehearsed them before Saul; and he was taken to him. And David said to Saul: "Let no man's heart fail within him; thy servant will go and fight with this Philistine." And Saul said to David: "Thy servant kept his father's sheep; and when there came a lion, or a bear, and took a lamb out of the flock, I went out after him, and smote him, and delivered it out of his mouth; and when he arose against me, I caught him by his beard, and smote him, and slew him. Thy servant smote both the lion and the bear; and this uncircumcised Philistine shall be as one of them, seeing he hath taunted the armies of the living God." And David said: The Lord that delivered me out of the paw of the bear, He will deliver me out of the hand of this Philistine." And Saul said unto David: "Go, and the Lord shall be with thee."

(Play third movement)

And Saul clad David with his apparel, and he put a helmet of brass upon his head, and he clad him with a coat of mail. And David girded his sword upon his apparel, and he assayed to go, but could not; for he had not tried it. And David said unto Saul: "I cannot go with these; for I have not tried them." And David put them off him. And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in the shepherd's bag which he had, even in his scrip; and his sling was in his hand; and he drew near to the Philistine. And the Philistine came nearer and nearer unto David; and the man that bore the shield went before him. And when the Philistine looked about, and saw David, he disdained him; for he was but a youth, and ruddy, and withal of a fair countenance. And the Philistine said unto David: "Am I a dog, that thou comest to me with staves?" And the Philistine cursed David by his God. And the Philistine said to David: "Come to me, and I will give thy flesh unto the fowls of the air, and to the beasts of the field." Then said David to the Philistine; "Thou comest to me with a sword, and with a spear, and with a javelin; but I come to thee in the name of the Lord of hosts, the God of the armies of Israel, whom thou hast taunted. This day will the Lord deliver thee into my hand; and I will smite thee, and take thy head from off thee; and I will give the carcasses of the host of the Philistines this day unto the fowls of the air, and to the wild beasts of the earth; that all the earth may know that here is a God in Israel; and that all this assembly may know that the Lord saveth not with sword and spear; for the battle is the Lord's and He will give you into our hand." And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hastened, and ran toward the army to meet the Philistine.

(Play part of fourth movement)

And David put his hand in his bag, and took thence a stone, and slung it,

(Play)

And smote the Philistine in his forehead; and the stone sank into his forehead, and he fell upon his face to the earth.

(Play—After descending figures, start reading again while music continues.)

So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but there was no sword in the hand of David. And David ran, and stood over the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith, and when the Philistines saw that their mighty man was dead, they fled. And the men of Israel and of Judah arose, and shouted, and pursued the Philistines,

(Play fifth movement)

And the children of Israel returned from chasing after the Philistines, and they spoiled their camp.

(Play sixth movement)

And it came to pass as they came, when David returned from the slaughter of the Philistine, that the women came out of all the cities of Israel, singing and dancing, to meet King Saul, with timbrels, with joy, and with three-stringed instruments. And the women sang one to another in their play, and said

"Saul hath slain his thousands,
And David his ten thousands."

(Play seventh movement)

And David had great success in all his ways; and the Lord was with him. And when Saul saw that he had great success, he stood in awe of him. But all Israel and Judah loved David; for he went out and came in before them.

(Play eighth and final movement)

Johann Sebastian Bach had twenty children; four of his sons became prominent composers. The most important of these sons is Carl Phillip Emmanuel Bach who wrote the first book on "How to Play the Piano." He preferred the clavichord; it is his comments that have led us to think that his father preferred the clavichord above all other instruments.

Johann Sebastian Bach died in 1750 and we now consider that date to be the end of the Baroque Era. Of course no era comes to an abrupt end, but times were changing by 1750. From 1750 to 1800 the social structure of Europe was changing. The end of the turmoil produced two revolutions, ours and the French. Just 200 years ago our revolution was already taking shape while Germany was undergoing a serious generation gap. The years 1770 to 1780 were the culminating decade of this generation gap, and C. P. E. Bach was in the midst of this. The clavichord became the most important instrument during this decade.

What forms a generation gap? Doing what your parents would not appreciate. Johann Sebastian Bach would have been horrified over showing emotions in public. During this decade weeping became very fashionable. Intellects met in homes discussing "Emfindsamkeit" which was the favorite word. We are rather confused about what this word means, but Philip Barford in his book on the "Music of C. P. E. Bach" explains it best. It is passion. Passion is the suffering of the soul. The conscious versus the unconscious. Joy versus sorrow. One night when C. P. E. Bach was playing his Fantasia in C minor which embodied the spirit of Emfindsamkeit, the poet Paul Gerstenberg rose and said it was the musical version of Hamlet's famous speech "To Be or Not to Be."

HAMLET

Text: William Shakespeare
"To be or Not to Be"
Hamlet Act. 3 Scene 1

Music: Fantasia in C minor
C. P. E. Bach

Fantasia, (first part)

To be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune
Or to take arms against a sea of troubles,
And by opposing end them. To die-to sleep-
No more; and by a sleep to say we end
The heartache, and the thousand natural shocks
That flesh is heir to. 'Tis a consummation
Devoutly to be wished. To die—to sleep.

To sleep—perchance to dream: ay, there's the rub!
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life.
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the lad's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin? Who would these fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death—
The undiscovered country, from whose bourn
No traveller returns—puzzles the will,
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all,
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn away
And lose the name of action.

Fantasia, (second part)

It also became fashionable to write love poems to your clavichord. The word **Clavier** now exclusively means the clavichord. Here are a few examples. In August of 1781 C. P. E. Bach realized the era had ended so he decided to give away his Silbermann Clavichord to a prize student. He of course had to shed tears and write a piece about it called "Farewell to My Silbermann Clavier".

Friedrich Wilhelm Zachariae (who translated Milton's "Paradise Lost" into German) published the following poem in 1754.

TO MY CLAVIER

Thou faithful stringed array,
Echo my sighing soul!
Now fades the clouded day
To night, all sorrow's goal.

Fond strings, obey my hand
Help me my pain withstand—
But, no, leave me my pain,
My feelings' tender skein.

Disconsolate though I seem,
I love the sufferer's part;
When lonely tears outstream,
Still weeps a loving heart.

Those hours are only lost
That callously I tossed
In folly's gilded sink
To gaming, show, and drink.

The daughter of Philippine Gatterer wrote:

Unspoken grief within my breast,
I slip away to thee;
Sweet clavier, solve my quest,
Bring harmony and joy to me!

Johann Thimotheus Hermes, an East Prussian preacher turned writer, has the heroine saying:

Hail, ingratiating clavier!
What no language can express,
The illness deep in me
Which my mouth dares not confess,
This I cry to thee.

and

Prepare me; for my rest,
My plaintive, sweet clavier;
With care I come oppresed—
My trouble thou must hear.
To thee I sing my grief,
'Tis thou must bring relief;
And thou, O heart bowed low,
Forget thy pain and woe.

Our last selection will be entirely 20th Century. The music is by Hans Werner Henze, who was born in 1926. The poem is by Sylvia Plath. Both were teen agers during the Second World War, but Henze lived in Germany and Plath in the United States. Both were affected by the war. Sylvia Plath idolized her German immigrant father who died when she was nine years old. In the final month before she committed suicide, she attempted to once more put his memory from her mind. She theorized that had her stricken father remained in Germany he certainly would have been a Nazi. The absences of abstractions match the mood of this poem perfectly.

[The artists then played Six Absences by Hans Werner Henze and read "Autumn 1962" by Sylvia Plath—Ed.]

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Harper and Row.

Music

Selected Harpsichord Music by Francois Couperin le Grand
G. Schirmer, Inc. New York, N. Y.
Six Biblical Sonatas — Johann Kuhnau
Broude Brothers, New York
6 Sonatas Vol. 2 C. P. E. Bach
Edition Schott 2354
Associated Music Pub. N. Y.
2 Klavierstucke — C. P. E. Bach
Edition Schott 4013
Six Absences — Hans Werner Henze
Edition Schott 5380
72 Versets and 12 Toccatas — Gottlieb Muffat
Barenreiter Edition 1922, N. Y.

DRAMATICS IN THE CLASSROOM

HERMAN MIDDLETON

A basic philosophy relative to the use of creative dramatics and children's theatre was discussed. The major source used was **Children's Theatre and Creative Dramatics,** edited by Geraldine Brain Silks and Hazel Brain Dunnington (University of Washington Press, 1961). It was pointed out that creative dramatics is the kind of dramatic activity in which every child should participate regularly until the teen years are reached. Creative drama was defined as the improvization of situations from life and from poems and stories by children under the guidance of a leader. The main objective is the personality development of the children participating. Rarely are costumes, properties, and lighting effects used. Presence of an audience is discouraged. Children's theatre was defined as the presentation of a script written by a playwright by actors on a stage before an audience. The major objective is the entertainment of the audience. Problems of type casting and the exploiting of the personalities of children participating in children's theatre were pointed out.

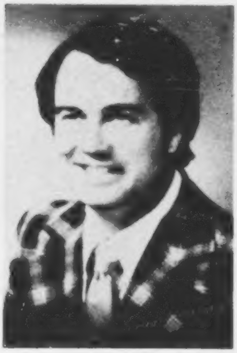
Materials and procedures to be used in planning and executing a curriculum in creative drama for youngsters were explored. The use of dramatics as a means of motivating reading comprehension was examined. The major source recommended was **Playmaking with Children,** by Winifred Ward (Appleton-Century-Crofts, Inc., New York, New York). The four phases of creative drama were listed as:

1. Creative rhythms.
2. Pantomimes.
3. Short situation from life, poem, and story dramatization.
4. Long situation from life, poem, and story dramatization.

The need for moving children from phase one through phase four was pointed out. While a child may be able to dramatize the short story, "The Three Billy Goats Gruff," without having had considerable experience in creative rhythms and/or pantomime, he will do a better job of dramatization if he has first had some experiences in learning how to control his body in space (phase 1)

(Continued on page 76)

HELPING RELATIONSHIPS BETWEEN PEOPLE



ED FULLER

(Note: The following paragraphs represent a synopsis of Dr. Fuller's presentation. A poem which reflects the speaker's concerns is included at the end.—Ed.)

Many theories of human behavior are rather unidimensional and reductionistic in their focus. For example, some behaviorists would have us believe that social scientists must concern themselves only with the observable: that behavior is simply a function of the interaction of heredity and environment and is thus relatively "determined"; that behavior is learned and is therefore modifiable simply through manipulation of the learning conditions; and that there is little relevance of hypothetical constructs in human understanding or behavior.

Similarly undimensional but with a totally different area of focus are those theorists who zero-in on cognition or the rational domain of the person. Their point of view is that "appropriate" behavior is a function of rational thought and conversely "neurotic" behavior merely results from irrational and illogical thinking. The process of behavior change then becomes largely a matter of curing unreason through reason.

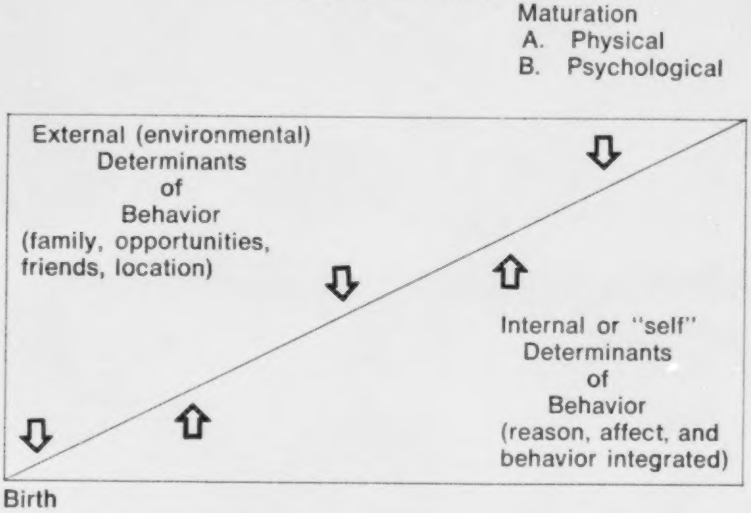
A third and equally narrowly focused point of view is one which deals only with the affective world of the person. With this point of view as a backdrop for practice as a teacher or counselor, the emphasis is always upon the subjective experiencing of the individual as the basis for all observable behavior. In attempting to create relationships and environmental conditions in which the learner can perceive (experience) him/herself as worthy thus allowing the "natural" tendency the organism has for growth to emerge, one must experience the subjective world of the client/student.

Each of these (obviously oversimplified) descriptions of contemporary theories of behavior chooses one dimension of the human experience as its major focus and relegates the other two to a secondary position. None do a very adequate job of explaining what I consider to be the dynamic inter-relationship of all three of the domains in understanding human behavior.

Persons representing widely divergent points of view regarding human behavior have achieved similar successes (and failures) as they have attempted to assist their clients. No substantive body of research has emerged to support the contention that any one theory, treatment modality or teaching strategy is superior to all others. Briefly, I would like to present a point of view which emphasizes the importance of the interaction of thinking, feeling, and behaving and which attempts to avoid the reductionistic tendency to view people as "nothing but" the sum of their parts.

The diagram below attempts to represent the basic premises of my attempt at synthesis.

Behavior Determinants


Maturation
A. Physical
B. Psychological
External (environmental) Determinants of Behavior (family, opportunities, friends, location)
Internal or "self" Determinants of Behavior (reason, affect, and behavior integrated)
Birth

As represented by the above diagram every person could be found at different locations along the continuum from being totally externally controlled to totally self-determined.

Given an environment at birth which nurtures the natural propensity of all organisms to grow and exhibit their wholeness, the human organism **will exhibit integrated self-enhancing responses** to its environment and will develop its innate capacity to choose its own destiny within the constraints of native ability and environmental opportunity. Thus the thinking, feeling, and behaving of each individual would be congruent and growth-producing. The role of the teacher (or counselor in this case) would simply be as a resource person for the student. However, a hostile environment will result in distorted responses from the organism and thus disintegration of the essential wholeness of cognition affect, and behavior begins. An analogy might be to observe the effect a hostile environment versus a nurturing one may have on plants. A bean only becomes a bean in a nurturing environment.

It becomes distorted (disintegrated) in a hostile one. Likewise the person's choice to be a whole person is **initially** contingent upon a nurturing environment. The person can grow in his/her capacity to make choices (unlike the bean) which can **create** an environment that nurtures. This happens early-on for those persons appropriately nurtured and perhaps never for those who are not. The point is that emphasis upon environmental manipulation as a means of modifying behavior (learning) will always be contingent to some degree upon the current integrated state of reason, feeling and acting of any individual. One can choose not to be controlled by any readily observable reinforcer. On the other hand it is clear to me that emphasis merely on the subjective (affective) world of the person fails to take into account the effect that faulty (or logical) reasoning has on behavior and affect. They are interactive with each other; to suggest that one precedes (or is more significant than the others) is difficult to demonstrate. The practical choice then is to explore the possibilities for development of integrated thinking, feeling and behaving emphasizing the relatedness of all our parts and the probability that we can never know the whole simply by examining the parts. Rather through responding to the total organism we can begin to experience its interrelated functioning. How I **think** changes how I **feel** and vice versa. What I **do** changes how I **think** or **feel.**

PLEASE HEAR WHAT I'M NOT SAYING
(ANONYMOUS)

Don't be fooled by me.
Don't be fooled by the face I wear.
For I wear a mask, I wear a thousand masks, that I'm afraid to take off.
    And none of them are me.
Pretending is an art that's second nature to me, but don't be fooled, for God's sake don't be fooled.
I give you the impression that I am secure, that all is sunny and unruffled with me, within as well as without, that confidence is my name and coolness my game, that the water's calm and I'm in command, and that I need no one.
But don't believe me.
Please.
My surface may be smooth, but my surface is my mask, my varying and ever-concealing mask.
Beneath lies no smugness, no complacence.
Beneath it dwells the real me, in confusion and fear, in aloneness, but I hide this, I don't want anybody to know it.
That's why I frantically create a mask to hide behind, a nonchalant, sophisticated facade, to help me pretend, to shield me from the glance that knows,

But such a glance is precisely my salvation, my only salvation.
And I know it, that if it's followed by acceptance, if it is followed by love.
It's the only thing that can liberate me, from myself, from my own self-built prison walls, from the barriers that I so painstakingly erect.
It's the only thing that will assure me of what I can't assure myself, that I'm really worth something.
But I don't tell you this, I don't dare, I'm afraid to.
I'm afraid that you'll think less of me, that you'll laugh.
And your laugh would kill me.
I'm afraid that deep down I'm nothing, that I'm just no good, and that you will see this and reject me.
So I play my game, with a facade of assurance without, and a trembling child within.
And so begins the parade of masks, the glittering but empty parade of masks.
And my life becomes a front.
I idly chatter to you in the suave tones of surface talk.
I tell you everything that's really nothing, and nothing of what's everything, of what's crying within me.
So, when I'm going through my routine, please don't be fooled by what I'm saying.
Please listen carefully, and try to hear what I'm saying, and what I'd like to be able to say, what for survival I need to say, but what I can't say.
Honestly,
I dislike the superficial game I'm playing, the superficial phony game;
I'd really like to be genuine and spontaneous and me - - -
But you've got to help me.
You've got to hold out your hand, even when that's the last thing I seem to want or need.
Only you can wipe away from my eyes the blank stare of the breathing dead.
Only you can call me into aliveness.
Each time you're kind, and gentle, and encouraging, each time you try to understand because you really care, my heart begins to grow wings, very small wings, very feeble wings, but wings.
With your sensitivity and sympathy, and your power of understanding,
You can breathe life into me, I want you to know that.
I want you to know how important you are to me, how you can be
A creator of the person that is me if you choose to.
Please choose to.
You alone can break down the wall behind which I tremble, you alone can remove my mask, you alone can release me from

my shadow world of panic and uncertainty from my lonely
prison.
So do not pass me by.
Please don't pass me by.

It will not be easy for you.
A long conviction of worthlessness builds strong walls.
The nearer you approach to me, the blinder I may strike back.
It's irrational, but despite what the book says about man,
I am irrational.
I fight against the very thing I cry out for.
But I am told that love is stronger than strong walls.
In this lies my hope.
My only hope.
Please try to beat down these walls with firm hands, but with
gentle hands, for a child is very sensitive.

Who am I, you may wonder.
I am someone you know very well.
I am every man you meet.
I am every woman you meet.

DRAMATICS IN THE CLASSROOM

(Continued from page 71)

and in projecting emotion through the use of his body without the aid of music (phase 2). A short situation (phase 3) was defined as one having approximately three episodes. A long situation (phase 4) was defined as one having more than three or four episodes. In the rare instances when an audience insists upon seeing the work of the youngsters, it was suggested that the audience be invited to see a demonstration, and the youngsters repeat projects which had previously been done in creative drama. Or, if a teacher must have children give something resembling a performance, a creative play may be developed. A creative play is a development of phase 4 and uses modest costumes, scenery, lights, and properties—planned and executed by the students themselves. Demonstrations of typical materials from the first three phases were given with emphasis upon story dramatization. The nature of acting by children was explored. Included were the actor's use of voice (articulation, volume, quality were emphasized) and his use of body (fundamental body position, gesture, use of eye).

The emotional base of all arts activities was discussed. It was pointed out that creative drama exists only when a youngster is feeling emotion and revealing it. Winifred Ward's statement, "What children enjoy in dramatics is the emotion aroused by what they play," was discussed and illustrated.

READING AND CITIZENSHIP

ELMER R. OETTINGER

If you were to browse through the bookshelves in my office, you might wonder: "What manner of man is this?" There you would find such titles as **Agenda for the Nation, American State Politics,** and **Handbook of World History** along with **Public Opinion, Human Relations,** and **Public and Community Relations.** You would also note **County Government in North Carolina, Materials in Municipal Government,** and **American Government.** Then you would see **Management Practices in Smaller Cities, Communications and Political Development,** and **Ombudsman for American Government?** "Ah!" you might say. "He's interested in government and people."

True, but you have only just begun. For you would discover, on another shelf, **Law and Press, Photography and the Law,** and **Race and the News Media.** Looking further you'd run across **The News Media and the Courts, Criminology,** and **The Administration of Criminal Justice.** You'd see **North Carolina Hospital Law, No Fault Insurance,** and **The Report of the White House Conference on Aging.** "Mmm!" You might think. "He does spread a bit'!'

Actually, I really don't have a very large library, as libraries go. And a number of the books are borrowed from libraries and individuals — and will be returned and replaced by other temporary inhabitants of my bookshelves. But that listing represents only a small part of my office library today, and I have many more books at home — my books — than I do in my office. That is not to say that I have read all of them. I haven't. But I have read most of them and I have read **some,** I think, of all of them. Actually, I mention only a few of the many published and unpublished materials that I am called upon to read and become familiar with in my work as a faculty member of the Institute of Government at the University of North Carolina.

My colleagues and I work more with public officials than students. We teach, consult with, do research for, publish for, and learn from officials at all levels of government, especially those at state and local levels. We are part of the outreach of the University at Chapel Hill.

My teaching ranges all the way from the Law of Arrest to Public Speaking, from the Law of Libel to Public Relations, from Copyright and Censorship to No Fault Insurance, from Press and Media Law to Parliamentary Procedure. I am involved in developing **Guidelines for Pre-Trial Publicity in Criminal and Juvenile Cases,** but I am also working on the law for older people in our society and on the computerization of criminal justice information and its effect upon both our access to information and our privacy.

If you think these are fascinating inquiries, they are. But they are only a very few, a minute segment of the number and kinds of inquiries presently going on in every locality and state and region of our nation, and indeed throughout the world, as humanity strives in ways impossible heretofore to understand itself, its problems, its challenges, its needs, and its future.

For any one person is at most the repository of only a paltry teaspoon of knowledge and the possessor of an even smaller saltspoon of understanding. For understanding requires putting knowledge together into patterns of meaning. Small wonder that the aggregates of people who gather under the different banners in different geographical locations with different codes and ciphers (languages, if you prefer) have so much trouble getting along with each other and somehow reconciling their different heritages, characteristics, and destinies.

What has reading to do with all of this? Until Gutenberg invented the printing press, only a small portion of mankind could read or had much need to read. Until representative government erupted in the 18th century in France and America, people had little stake in their governments, little voice in their common problems, and little opportunity or incentive to read. And few people anywhere could or did.

But what does this have to do with reading for citizenship? I would submit to you that citizenship, in the modern sense, began only with the ability of mankind to read in the mass and to begin to comprehend the commonality of mankind's interests and problems and the potential for achievement in the milieu of the free mind, free conscience, and free action within a framework of law and reason. It was not that great ideas had not spread in pockets of civilization over at least 2500 years. The citizenship of Athens was based upon the great moral, religious, political and personal ethics and philosophy reflected in the writings of Plato, Euripides, Aristotle, Sophocles, and Aristophanes. The civilization of Rome comes to us through writings of Cicero, Plutarch, Virgil, Plautus, and Caesar. Somehow great speeches and great literature survive. But note the burgeoning of literature and drama in the Renaissance: In Italy and England and elsewhere. By that time printed texts and scripts had brought the beginnings of public distribution that permitted public awareness of government and arts, and change itself. A broader base for citizenship depended upon the advent of a broader opportunity to read and to know and to understand. If you will go to your dictionary, you will note that the very word citizen was influenced by the use of the French **citoyen** from the French Revolution. Originally, it meant "a native or inhabitant, especially a free man or burgess of a town or city"; it still means "loosely, a native, inhabitant, or denizen of any place." But citizen also means "a member of a state or nation, especially one with a republican form of government, who owes allegiance to it by birth or by naturalization and is entitled to full civil rights; as, this British subject is now an American citizen. . . ." Citizen further means "a civilian, as distinguished from a person in military service, policeman, etc." Then, finally, the dictionary notes: **"Citizen of the world,** a person who feels at home in various countries; cosmopolitan person."

Reading those definitions, I would submit that reading for citizenship embraces the reading of every book I have noted in my library and potentially includes literally thousands more — books, papers, articles, plays, stories, etc. — that I have not named. It embraces the reading of any material which casts light, however small, upon our processes of living and thinking and dreaming and planning and achieving and ties them to the governmental concepts and processes which are the essential framework of our orderly growth, maturity, and opportunity.

For we live life at levels of interests and achievements which vary at different stages of life according to our opportunities and awarenesses and which both contribute to and are affected by our states of mental and physical health and well being. We are all products of a complex of factors that defies single enumeration or easy analysis. In the words of the poet: "I am a part of all that I have met." Or, in different context, as Hamlet said to Horatio: "There are more things on heaven and earth than are dreamt on in thy philosophy."

Our challenge is to seek constant growth through new awarenesses of the infinite challenges of the world in which we live and the almost infinite variety of human meaning and feeling, ambition, and determination that can be applied to those challenges. So any reading which stimulates our thought into channels that make us better understand ourselves and better able to function as wise and humane human beings is in the broadest and best sense of the word reading for citizenship. In a narrower and more specific sense, reading that makes us more tangibly able to cope with our personal relationship to government and government's relationship to us in reading for citizenship, too, and no doubt a more generally accepted and understood kind of reading for citizenship.

At this point, I feel constrained to warn against limiting the confines of the mind. It is true that books, plays, short stories, articles, and monographs all arc written for more or less specific readerships. What appeals to one sex or generation or age level or ethnic group or social, economic, educational, or political background will not have the same appeal to another. In my library are two small paperback booklets that I did not mention. They are entitled, respectively, **Truths and Consequences** and **Color Me Straight** and both are subtitled **Fables on Life, Law and Justice.** They were written by a judge and me, and they are used in pilot programs in the fourth and fifth grades of our North Carolina public school systems to help acquaint youth at an early age for the first time with some aspects of life and its codes of conduct, including law and justice. While it wouldn't hurt you to read the booklets, I wouldn't advocate it as appropriate to your age level or level of interests.

You may recall the story of the little girl who dressed as an angel and knocked on a door at Halloween time, saying "Trick or treat!" The husband and wife were so impressed with the beautiful child bedecked by halo and angel's wings that the wife said: "Honey, wait here while I get you something special!" She returned with an apple, told the child to open her trick or treat bag, and proceeded to drop the apple in it. The little angel peered into the bag, then looked up at her benefactor, her eyes filled with tears, as she said: "You broke every cookie in the bag!"

There is so much life and truth in that story that you as an observer and a reader will recognize. Communication is difficult at best — and between the adult and the child communication can be a major challenge. It would be a mistake not to similarly recognize the problems as well as the dimensions fo reading for citizenship. We must understand ourselves — the Greeks used to say **gnothe ton** — "know thyself" — if we are to make wise choices in reading for citizenship. The pressures of time are great. The same advances in mass transportation and mass communications that have made so much reading matter — and so much listening and viewing — available to us funnel into our ears and eyes and consciousness a veritable potpourri of information, misinformation, entertainment, instruction, and junk. Never has the need for wisdom in the power of selection of what we will read and see and hear and consider and think about been so vital and so elusive.

Any reader owes a debt he or she can never repay to those writers who have informed and titillated and illuminated and ventilated his or her mind. I owe an incalculable debt to people I have never met or, in most instances, seen or, in many cases, not even overlapped in lifetime. Such names as Thomas Jefferson, Benjamin Franklin, John Paine, Patrick Henry, Henry Thoreau, Ralph Waldo Emerson, William Cullen Bryant, Jonathan Edwards, Nathaniel Hawthorne, Mark Twain, William Dean Howells, William James, Stephen Crane, Frank Norris, Theodore Dreiser, Eugene O'Neill, Sinclair Lewis, Clifford Odets, Arthur Miller, Tennessee Williams, Ernest Hemingway, William Inge, James Salinger, Norman Mailer, Neil Simon, Erskine Caldwell, Charles and Mary Beard, Vernon Parrington, Walter Lippman, Brooks Atkinson, Edith Wharton, Thomas Wolfe, Jonathan Daniels, and Robert Penn Warren, to select only a few, have been my entertainers and teachers, my informers and titillators and illuminators and ventilators, and companions, for much of my life. No doubt each of you has a comparable list!

Note that I have named governmental figures and historians and literary figures and critics and novelists, dramatists and poets. I could and should have added news analysts and editorialists and columnists. And I could and should have spread my list to many more writers from around the world, present and past. For, believe it or not, I have learned about citizenship from many, many far-away writers — from Plato and Cicero, Machiavelli and Goethe, Hugo and Lorca, Ibsen and Confucius, Voltaire and Locke.

I have no infallible solutions to our individual dilemmas. I am no model. I have no panaceas for the swamped reader who would like to select better and concentrate his reading for citizenship purposes. I can give you some basic precepts, but I would not promise you that I live up to them — certainly not all the time. I would recommend to any reader that time be carefully budgeted for it is our most precious commodity. Just as clerks and butchers, among others, work an eight-hour day most days, so do writers budget a certain number of hours a day to write. The ones I know do it on a basis of personal analysis, taking into consideration the number of hours that individual sharpness permits first-rate writing. It might be two hours or four hours or six hours, depending upon the individual. So, it seems to me, must the reader budget his time. Those with more leisure time have more opportunity to be gourmets: To taste and test more writers and styles and types of writing in more subject areas than do the rest of us. Those of us who have to work for a living a certain number of hours a day have a greater challenge to use that portion of our remaining hours judiciously in reading for pleasure and, no doubt, for such other motives as citizenship.

I have indicated that I think much reading rubs off ideas and concepts that relate to citizenship in the broad sense. In the more specific sense of understanding the laws and government which determine to such a great degree our essential codes of conduct and the philosophies underlying our daily existence, I would suggest that you might think of government as a marble cake with different layers, representing different levels of government. The bottom layer would be local government, the next layer state government, a third layer national government, and, at least in my thinking, a fourth layer international government. Or you could simply apply the layers to law. You might prefer to see it as a pyramid. There is always an icing of interrelationships which spreads over all the layers of the cake, or a common human dust that permeates all the parts of the pyramid. It is this interconnection — these threads, these linkages in human communication and action — which seem to me among the most important distillations of our reading.

So the first rule is budget your reading time. Second, ascertain your resources. Availability is essential. Third, set up your priorities. In my case, I have determined those publications that seem to me to be essential for my personal and professional needs and challenge. I look through the new publications of my colleagues in a number of areas, such as constitutions, corrections, courts, criminal law and procedure, domestic relations, elections, environmental protection, finance, health law, legislation and the legislature, libraries, local government, planning and zoning, taxation, purchasing, schools and education, social services, and many aspects of state government. And I go over available publications that I can find from any source, relating to these and other areas of professional interest.

I conduct seminars for the press and for public information officers, among others. I teach a variety of officials. I am serving on committees and commissions relating to criminal justice and the no-fault insurance and to communication law. I am very much interested, by nature and necessity, in computers and their impact on our lives — how they affect our right of privacy and our right of access to information about ourselves and others. I am interested in such things as the privilege for newsmen to protect confidential sources and information, the conflict between preserving the right to a fair trial and the right to freedom of the press, and the problems of the aging which relate to health and finances and transportation and so many other important areas. I am interested in the human relations between individual and government and between government and the individual. I am interested in the law of obscenity and the question of censorship. But these interests and the reading that stems from them, while extensive, often are dictated by the challenge of my work. They are a logical outgrowth of professional interest and the need to try to establish some sort of personal expertise in certain areas. Occupational need, then, establishes, in a sense, some priorities in reading for citizenship. But not all.

I read a number of newspapers daily — local, state, national. I read several national magazines a week, and I recommend that anyone interested in maintaining a sense of citizenship read at least one national news magazine regularly. But beyond that I have an abiding interest both in human communications and in the arts and literature. At one point in my life I have taught English at the University of North Carolina. At another stage I have taught in the Department of Radio, Television, and Motion Pictures. I have taught such subjects as American literature and performance in radio and television and film writing. I have taught short story writing, and I have read a great many attempts to write creatively by a great many people, both talented and not so talented. This too has been a part of my reading. So prior to my concentration on law and government, I did other things. I was once a radio news commentator and later a television news analyst. In both instances I had to write and later read my own comments on what was happening in the community, the state, the nation, and the world. And so if I read **The Power and the Glory,** I also read or reread **Main Street** and **Of Time and the River** and **Death of a Salesman** (yes, I read plays) and **Awake and Sing!,** all as a part of my own concern for citizenship.

I prefer not to look before and after and pine for what is not but rather to look before and after and relate all to the present: to seek to know what has been and what is and, insofar as possible, what will or may be and, beyond knowing, to understand and appreciate as much of life as possible. In so doing, inevitably, I set up personal goals and standards growing out of personal attitudes that do much to determine what kind of citizen I am. When we say "reading for citizenship," I hope we mean reading for "good citizenship." All of us are citizens, like it or not. Not all of us are alert, aware, conscientious, participating, influencing citizens, striving for justice and betterment of the human condition and the achievement of a truly civilized mankind.

For good citizenship requires that the reader become an activist. The good citizen applies the fruits of his reading to participatory democracy. That is part of both the truth and the beauty of literature and government. They are and must be related in the minds and hearts of the citizenry.

You may recall the time that Thoreau, who wrote not only **Walden** but **Civil Disobedience,** went to jail rather than pay tax to support the United States effort in the Mexican War. His friend Emerson was surprised to find him in jail. "Henry, what on earth are you doing in there?" he asked. Replied Thoreau: "Waldo, what are you doing **out** there?" So much depends upon perspective. And we get perspective from reading and absorbing and thinking about what we have read. Usually, our gain in perception is in breadth and in depth.

Citizenship can mean many things. It obviously meant something different to William Shakespeare who wrote about "This jewel, England," and to Nathan Hale who said "I only regret that I have but one life to give to my country" than to Samuel Johnson who said "Patriotism is the last refuge of a scoundrel." Franklin Roosevelt was writing about the needs of citizenship in his time when he said: "The only thing we have to fear is fear itself" and later when he spoke of "four freedoms." John Kennedy used his awareness of citizenship and reading when he wrote the chiasma: "Ask not what your country can give to you but what you can give to your country." The reading of political speeches by governmental figures can be instructive in citizenship. A Churchill, invoking "blood, sweat, toil, and tears" is calling for self-sacrifice based upon national citizenship as clearly as were Roosevelt and Kennedy.

Yet it is the use of language, of imagination, of originality, that sets aside the writing which invokes the special joy in reading. When John Keats wrote: "Beauty is truth: Truth, Beauty — that is all ye know and all ye need to know" he was giving poetic form to an immutable thought. I would call on you to see in the beauty of some political rhetoric and much drama and prose and poetry the relevance of beauty to truth, with application to government and citizenship. Plays like **Born Yesterday** and **The Best Man** and **Raisin in the Sun** have implications for citizenship. So do novels like **An American Tragedy** — as do the stage and film versions made from them. **Sunrise at Campobello** not only is a book relating to citizenship; in another form it is a film (films are also written) on citizenship. In my judgment some stage plays and radio and television news commentaries, documentaries, and dramas represent the listening and viewing equivalent of good reading matter for citizenship. And so another standard is to select but not too narrowly. Let the world be your compass in charting your reading matter for citizenship. Don't exclude materials written to be seen and heard.

You will recall the great fear that many have had that we are losing the art of reading because of the easy availability of things to be seen and heard. True, things have changed. But great books are still great books. And they are still sold in huge quantities. And millions of people not only read, but make reading a central focus for life itself. We are transmuted into something larger than life through our daily experiences but also through our reading. We are transported by reading into a realm of ideas and imagination which can make us into ever more aware, ever more useful, ever more understanding citizens. For reading to serve its ultimate purpose, it should be translated into action, especially at the citizen level. I still recall fondly a letter I received from a local official whom I had taught. He wrote that he had discovered a book on "Copyright" that I had written in his local public library, and he remarked that thirteen other people in his community already had signed out my book. His final comment was: "I didn't realize that many people in my hometown were interested in a subject like that." The point is that interest in citizenship knows no bounds beyond those that you and I set for it. Two hundred years ago Alexander Pope wrote: "A little knowledge is a dangerous thing. Drink deep or taste not the Pyrrean spring."' In our century, T. H. Huxley commented on the Pope couplet: "If a little knowledge is dangerous, who among us knows so much as to be out of danger?"

As precious as knowledge is, understanding is more valuable. For understanding is rarer than knowledge and comes only through the application of knowledge to humanity and to its problems. This, I think, is the ultimate test of reading for citizenship. the transmutation of alloy into metal. Each of us needs a philosophical base to appreciate life and participate in it to the fullest. We need a base of knowledge and understanding to develop our own talents to the fullest. The beauty of reading is that one can read and reread. Just as an author must rewrite, so a reader must reread to appreciate the content and the prisms and the colors and the contrast and the ultimate significances of what is read. This is one great advantage of space over time: the spoken and broadcast word usually cannot be re-heard.

But what we get from space requires time to digest and to apply. In a world grown small, where man can enter space and visit other planets and return safely to Mother Earth, but where humanity has not yet mastered human relations through the art of law and government; where many codes and ciphers that we call languages exist in the world but few are read or understood by any one person — reading becomes an art essential to the continuation and application of the growth and experience of humankind. And reading for citizenship becomes an essential element in our fight for survival.

So much depends upon our awareness of the value of reading for good citizenship. It is part of our sense of direction.

An old gravestone in eastern North Carolina reads: "Pause, dear friend, as you pass by/As you are now so once was I/As I am now so you will be/Prepare therefore to follow me."

Beneath that sad inscription some irreverent tombstone commentator had scrawled this: "To follow you I am not content/ Until I know which way you went." There is no guarantee that any of us will not lose the way, but the reader with a sense of purpose can always find it again. For, in the ultimate, reading is both an essential tool of and a master key to citizenship, opening the mind to vistas in human conduct and governance and to humanity's best hope and promise of living, working, and achieving together.

READING FOR THE CONSUMER

THELMA HINSON

Reading for the consumer can be compared to depositing money in a savings account. The benefits of the knowledge acquired compound themselves like interest. Wise use of these benefits results in consumer satisfaction and enhances personal or family well-being.

Printed information for guiding consumer behavior is available from numerous sources. Therefore, the real task in identifying reading materials that are meaningful to the consumer for self-study and to educators for teaching consumers is one of discernment and selection among the bulk of materials available. The ability to distinguish and select appropriate and reliable consumer information is the responsibility of both consumers and educators of consumers. However, educators have a dual responsibility — (1) that of selecting and facilitating the consumer's understanding and use of the materials, and (2) that of teaching the consumer how to independently select reliable information that is appropriate for the specific purpose or need.

The traditional approach to consumer education is teaching "better buymanship practices." Today, such an approach is questioned for its effectiveness because of the magnitude of consumer discontent — evidenced through such expressions as: too high prices, not enough income, high credit costs, unfair business practices, and limited information.

Literature indicates that: (1) consumer dissatisfaction is widely distributed throughout all income levels of our society, and (2) the lack of both intrapersonal and interpersonal needs satisfaction rather than insufficient consumption is probably responsible for much of the prevailing discontent. Thus, the implication for consumer education today seems to be a "quality-of-life" approach that would promote satisfaction for the inner growth and self-actualization of the person as well as effective consumption.

Such a quality-of-life focus on consumer education would include knowledge pertinent to the acquisition and use of economic goods and services to provide satisfactory living for the respective individual(s) and to maximize returns on resources invested. Educational literature and teaching need to help the consumer to:

(1) understand his role and consumption behavior and the role of his relationship to social and economic forces that influence his behavior.

(2) know himself in respect to values and goals and their priorities through time and be able to distinguish between needs and wants.

(3) acquire ability to make effective decisions in respect to choices available and goals sought.

(4) understand, accept, and practice his consumer rights and responsibilities.

(5) understand the functioning of the marketplace in respect to: the supply and variety of goods and services, influence of the consumer, prices, advertising and sales gimmicks, deceptive practices, market facilities, consumer services, warranties and responsibilities.

(6) acquire effective shopping skills related to allocation of money to spending and saving, obtaining reliable information, comparing products, using credit, and identifying the best buys for need.

(7) develop appreciation for products acquired and the skill in use and maintenance to effectuate satisfactory product performance and prolonged life of product.

(8) acquire ability and the habit of evaluating the effectiveness of consumer actions.

Much literature is available to assist the consumer in functioning effectively. Following is a list of sources for consumer information.

SOURCES OF CONSUMER INFORMATION

This is not a conclusive list. It identifies some sources of consumer information available to educators or individual consumers in North Carolina. Because of changing prices and different charge policies among the sources, few attempts are made to indicate costs for materials. If interested, contact the specific source for a description of the materials available and prices.

From Business Enterprises

- Banks — contact local banks for consumer information.
- Better Business Bureau Offices located in the Research Triangle, Durham; Fayetteville, Charlotte, Asheville, and Greensboro. (Advises and assists consumers with legitimate complaints and provides various types of consumer information upon request.)
- Consumer Information Services — Department 703, Sears, Roebuck and Company, Sears Tower, Chicago, Illinois 60684. (Offers a variety of consumer education programs. Write for "Catalog of Learning Aids.")
- Council of Better Business Bureaus, Inc., 1150 17th St., N.W., Washington, D. C. 20036. (Publishes monthly memo, "Be a Better Buyer" and a variety of materials on consumer concerns.)
- Credit Union National Association, P. O. Box 431, Madison, Wisconsin 53701. (Publishes materials on use of credit and fact sheets on consumer items.)
- Department W, Health Insurance Institute, 277 Park Avenue, New York, New York 10017. (Publishes information on the family's health insurance.)
- Educational Relations, J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, N. Y. 10019. (Publishes *Forum*, twice a year, which is a source of

consumer information for educators. Also develops many consumer education programs for classroom use. Contact nearest Penney's Store or write for description and price list of available materials.)

- Institute of Life Insurance, 277 Park Avenue, New York, N. Y. 10017. (Publishes a variety of educational materials pertaining to life insurance and money management.)
- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036. (Variety of economic materials and teaching aids for all levels of education.)
- Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. (Provides the "MMI Memo" — a newsletter published twice a year. Also publishes bulletins on money management and buying guides for specific types of items, and filmstrips.)
- National Consumer Finance Association, Educational Services Division, 601 Solar Bldg., 1000 Sixteenth Street, N.W., Washington, D. C. 20036. (Publishes monthly newsletter, "Finance Facts" and annual yearbook of financial facts.)
- Product Labels, Hang Tags, Use and Care Bulletins, and Specification Sheets. (This is the best source of consumer information. It is fundamental in any teaching-learning situation. If adequate information is not available, contact manufacturers of the different products.)
- The American Bankers Association, 90 Park Avenue, New York, N. Y. 10016. (Publishes a variety of materials on use of money — saving, spending for types of items, and use of credit; and other financial concerns such as bank services, etc. "Personal Money Management" is an excellent consumer reference.)
- Stock and Bond Brokers (Contact local brokers for information needed.)
- Union Carbide Corporation, 270 Park Avenue, New York, N. Y. 10017. (Publishes monthly consumer information newsletter, "Outlook." Request to be put on mailing list.)

From Public Agencies

- Consumer Protection Division, N. C. Attorney General's Office, P. O. Box 629, Raleigh, N. C. 27602. (Publishes "The Consumer Protection News" — a monthly newsletter on consumer protection advice and activities. Subscription rate: $1 (1975). Also prints or obtains varying consumer information bulletins that are available upon request.)
- Federal Trade Commission, Washington, D. C. 20580. (Checks for and stops deceptive advertising, packaging, selling and unfair business practices. For consumer literature contact regional office in Atlanta: Room 720-730, Peachtree Street N.E., Atlanta, Ga. 30308.)
- Libraries — contact for books and periodicals on consumer education. Many materials are available — each person must evaluate the materials in terms of needs and interests.
- N. C. Agricultural Extension Service. (Publishes consumer education materials pertaining to various aspects of personal and family living activities. For publications, contact the Agricultural Extension office — Home or County Agent in your county — usually located in the county seat.)
- North Carolina Department of Agriculture, Agricultural Bldg., Raleigh, N. C. 27601. (Has information pertaining to regulatory procedures and selection and use of various types of produce.)
- Office of Consumer Affairs, Washington, D. C. 20506. (Analyzes and coordinates all federal consumer protection activities; handles all types of consumer complaints; and publishes "Consumer News" — a newsletter published 1st and 15th of each month to report Federal Government programs for consumers. Subscription rates: $4/year payable to Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.)
- U. S. Consumer Product Safety Commission, Washington, D. C. 20207. (Checks on products on the market for safety and bans products found hazardous. Lists of banned products are furnished retailers for quick removal of items. Fact Sheets on product safety are published. A request may be made to be placed on the mailing list for these "fact sheets" — toll-free telephone 800-638-2666).
- U. S. Department of Commerce, National Bureau of Standards, Washington, D. C. 20234. (Provides consumer information on product standards [Ex.: "Energy Labeling of Household Appliances"] and measurements [Ex.: Metric System.])
- U. S. Department of Housing and Urban Development, 2309 West Cone Boule-

vard, Northwest Plaza, Greensboro, N. C. 27408. (Has information on home buying and home mortgages.)

- U. S. Food and Drug Administration, P. O. Box 25730, Raleigh, N. C. 27611. (Enforces laws and regulations to prevent distribution of adulterated or misbranded foods, drugs, medical devices, cosmetics, and potentially hazardous consumer products. Consumer literature for various educational levels is available.)
- N. C. Department of Insurance, P. O. Box 26387, Raleigh, N. C. 27611. (Toll-free telephone number is 1-800-662-7975). (A division of this department deals with consumer companies and questions related to automobile insurance claims; life, accident and health; and health; and fire and casualty insurance. Contact them for educational materials available.)

From Publications

- *Changing Times.* (Monthly publication by The Kiplinger Washington Editors, Inc. Subscription rate in U. S. $7/year.)
- *Consumer Newsweek.* (A weekly newsletter published by Consumer News Inc., 813 National Press Bldg., Washington, D. C. 20004. Subscription rate: $15/year.)
- *Consumer Reports.* (Monthly publication by non-profit organization that provides information on designated products and matters relating to family expenditures. Subscription rates: $8/year)
- *Consumers' Research.* (Monthly publication by an independent, non-profit organization that presents performance ratings on designated products. Subscription rates: $8/year)
- *FDA Consumer.* (Publication from Food & Drug Administration. Subscription rates $5.30/year; order from Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.)
- *Journal of Consumer Research.* (An interdisciplinary quarterly publication, co-sponsored by national consumer, economic, home economics, psychological, sociological, management, and statistical associations. Subscription rates to members of co-sponsoring associations: $12.50/year; for others rates = $25/year.)
- *Journal of Home Economics.* (Contains information related to consumer concerns.)
- *Money.* (Monthly publication that contains information on managing financial affairs. Subscription rates = $15/year.)
- *The Journal of Consumer Affairs.* (Quarterly publication that includes research, viewpoints, and book reviews on consumer information. Published by American Council on Consumer Interests, Stanley Hall, University of Missouri, Columbia, Mo. 65201. Subscription rate: $10/year — includes ACCI Newsletter.)
- *U. S. News and World Report.* (Weekly publication includes business and economic trends that have implications for consumers. Subscription rate: $14/year.)

cerns.)

(Check popular magazines for articles on consumer education.)

From Organizations

- American Council on Consumer Interests, 238 Stanley Hall, University of Missouri, Columbia, Missouri 65201. (ACCI is a non-partisan, non-profit organization serving professionals through conferences, newsletters, and *The Journal of Consumer Affairs.* Membership $10 — in 1975.)
- American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D. C. 20036. (Has a variety of programs and visuals on consumer education. Write for price list of materials.)
- North Carolina Consumer Council, P. O. Box 6434, Raleigh, N. C. 27607. (A non-profit, non-partisan, voluntary citizen's organization for consumer service and protection through education, research and legislation. Publishes NCCC Newsletter. Subscription rates for individual and family: $3/year.)

Bibliographies

- *Consumer Education Bibliography* prepared by The Office of Consumer Affairs and the New York Public Library, September 1971. (An annotated bibliography of consumer information. Currently out-of-print; contact libraries for reference copy.)
- *Consumer Information Index.* (A current bibliography of government product information on consumer affairs. For copy write: Consumer Information, Public Documents Distribution Center, Pueblo, Colorado 81009.)

EFFECTIVE USE OF MASS MEDIA FOR READING PUBLICITY

GLENN KEEVER

Welcome to our workshop on dealing with the mass media. I'm pleased to be here, and I'm particularly pleased that your organization has chosen as one of its workshop topics this often misunderstood and too often ignored area of our profession.

It is important that we work with the media, that we understand the media. The media creates the image we as educators present to the world. In an occupation which depends for its very sustenance on public funds, it would appear to be self-evident that we have a responsibility to present our best face to the world, to become involved in seeing that the image we project is shaped at least partially by us.

Traditionally, educators — and I suspect reading teachers are no different— mistrust the media, avoid contact if possible, say as little as possible. As a group, we tend to expect that only "good" stories will be published or broadcast, that we will be held in public esteem, that we should be beyond criticism.

Then when the first criticism comes, when the first negative newspaper feature appears, we retreat into our shell, secure in the knowledge that we are right and the media are wrong.

I have walked both sides of this street. I have been a newspaper reporter, and I have covered education and educators. For the past twelve years I have been one of you, seeing things from your perspective. I have ascertained — in my own mind at least — that there is right and wrong on both sides, that there is a great deal of misunderstanding of the role of the media in our society and the role of the educator in our society.

You, often at least, see the media as arrogant, as preoccupied with trivia, as interested only in the latest rape or murder. The media, too often, view you as pedantic, as uninteresting, as suspicious, as a group a little outside of the mainstream of American life.

They are wrong, and we are wrong.

Media representatives and educators ought to be natural allies, not natural enemies. Their purpose — the conveying of information, the informing of the citizenry — is highly compatible with our purpose: the education of the citizenry not only to read but to read critically, to analyze, to understand, to think.

I think we have been doing that portion of our job rather well. When I was in journalism school at Chapel Hill, we were told that we must write so as to be understood by a sixth grader. In recent years, budding newspaper writers are told they can now write for a ninth or tenth grade reading level, and that level is steadily rising.

Today, in the short time we have, we can't all become experts on media relations. We can, I think, identify with whom we are dealing and some ways we might do the task better. I also have material to distribute as we move through the session. I'd like to begin by asking you to help me identify the media. Who is it we are talking about? With whom are we concerned?

The Media

I. The Metropolitan Press
  A. Circulation over 25,000
  B. Newsroom structure (typical)
  C. Method of operation
  D. Approaches to be used

II. The Small Daily
  A. Circulation to 25,000
  B. Structure of newsroom
  C. Method of operation

III. The Newspaper Weekly
  A. Structure
  B. Operation

IV. Television
  A. Structure of news service
  B. The TV special
  C. Time as the enemy
  D. Special school programs

V. Radio
  A. News operation
  B. Special features
  C. Audience reached

VI. Professional Journals
  A. Methods of operation
  B. Audience reached
  C. Professional versus public media

VII. School or Local Unit Publications
  A. Audience reached
  B. Limitations

WHO COMMUNICATES FOR EDUCATORS?

I. The Administrative Structure
  A. Superintendent

B. Principals
C. Board of Education
D. Special Public Relations personnel

II. Role of the teacher
A. Levels to be cleared
B. Roadblocks to getting the story released
C. Dangers to be faced

WHAT DO WE HAVE TO COMMUNICATE?
A. Audience supplied
B. Relationship to communication structure

HOW DO WE COMMUNICATE?
A. Do's and Don'ts
Chart 1 (see below)
B. Audience adds to list

WHAT ABOUT OUR LANGUAGE?
A. Need to avoid being pedantic
Charts 2 and 3 (see below.)
B. State Department illustration
(See Chart 4.)
C. Explain news release

CHART I

DO'S AND DON'TS FOR WORKING WITH THE PRESS

1. Don't expect the media to find your story. Tell them about it.
2. Do be candid with reporter. If he feels you are holding back, his native distrust of his sources will be awakened.
3. Do review points you sense aren't quite clear. That's the best way to avoid the mistake that upsets you when the article appears.
4. Don't patronize the reporter. You can't buy a "good" story by taking the reporter to lunch and picking up the check.
5. Don't try to impress the reporter with your importance. By virtue of his job, he interviews the top people in his community, up to and including the Governor. He's impressed with people, not titles.
6. Do spell out names and/organizations. "Smythe" can be spelled various ways.
7. Don't pester the reporter about when the article will appear. He may not know, and he has no control over that facet of the newspaper.
8. Don't ask the reporter for "front page placement." He has no responsibility for where the article is placed.
9. Don't expect the article to be written in "educator talk." He writes for the general public, not you.
10. Don't ask for the right to read or "approve" the story before it is printed. He's a professional and will resent the request.
11. Don't call and berate the reporter because he made a small mistake. You ruin your chances for another story later.
12. Don't blame the reporter for an erroneous headline. He writes the story, someone else the headlines.
13. Do call to thank the reporter when the article appears. It won't hurt if he receives a few letters from readers telling him they liked the piece.
14. Don't expect TV coverage of the in-depth nature unless you can talk the station into a "special" on your topic. The news story is limited to an average of 48 seconds per individual item.
15. Don't ignore radio as a source of publicity. Radio coverage is pervasive and often reaches a segment of the population that is reached by no other media.

CHART 2

WRITING A NEWS RELEASE

A—Is this newsworthy?
B—Spelled correctly?
C—Identify fully.
D—Give details.
E—Get facts straight.
F—Be timely.
G—What is the significance of this?

H—Be precise.
I—Irrelevant.
J—Here is your story.
K—Who cares?
L—No nicknames.
M—Proofread your copy.
N—Ridiculous reporting.

PEAPACK, Oct. 26—The Peapack Flower Club met *Thursday, October 12,*[F] in the auditorium of the *school.*[H] *Mayor Gaskill*[C] served *refreshments.*[A]

Mrs. Ransom[C] called the *roll.*[A] Only *Mrs. Feldman*[C] was *absent.*[I] She had a previous *engagement.*[K] *Mr. Foster*[C] introduced the *guests:*[A] A *Mr. Longacre*[C] of the *I.C.A.*[E] and a *Miss Pringle.*[C]

President Finkle[C] then led the group in singing the *"Star Spangled Banner."*[A] *Doc Minney*[C] read the *minutes*[A] of the last meeting. They were *approved unanimously.*[I]

Mr. Longacre interrupted the meeting *by arguing*[G] with the guest speaker. Mr. Finkle *bangled*[M] the gavel to silence him.

Miss Coogle[C] gave the Welfare Committee *report.*[A] Nobody has been ill since the last *meeting.*[I] The account still contains *$22.63.*[K] *Mrs. Snyder*[C] reported on a new rose she has developed that will *bloom all year.*[D]

Mayor Gaskill *indulged in a contest*[D,G] with the guest speaker. Other reports were given by *Mr. Feldbaum,*[C] *Mrs. Steinauer,*[C] *Joe*[L] Fish and Minerva Gump.

Mr. Longacre *interrupted*[D,G] the proceedings and had to be reprimanded by Mr. Finkle. Mayor Gaskill *became ill*[D] and left early.

Then the association heard an address by *E. Groganovich*[C] of *Russia.*[H] *Mr. Groganovick*[B] said that he had to leave early because he was packing to leave the country. The speaker added that he wanted to be out of the country before Oct. 27. *Mr. Groganovitch*[B] continued that that is the day *Rusia*[B] has set for 225 atomic missiles *to be fired at the United States.*[J] The title of his talk was *"Flora in Russia."*[N] He stressed *tjat*[M] Russia *wants peace.*[E]

Miss Amelia French *served tea and cookies*[A,I,K,N] to the 12 persons present, including the *I.C.A.*[E] man.

CHART 3

WRITE IT RIGHT!

The following article illustrates the way a newsworthy event should be reported.

Russia will fire 225 atomic-armed missiles at the United States on Oct. 27, the editor of Pravda said today.

Eftok V. Groganovitch, a semi-official spokesman for the Soviet government, let this slip after being tricked into consuming 13 tumblers of straight vodka at a meeting of the Peapack Flower Club, at which he was to speak.

While intoxicated, Groganovitch admitted he was leaving the country immediately because he didn't want to be killed in the attack.

His exact words were recorded by a Central Intelligence Agency secretary, Edith Pringle. They were:

"I am sorry but I cannot give my address. I must go pack my things and leave the country. No Russian official will be left in the United States by Oct. 27. On that day, the Soviet Union will fire 225 atomic-armed missiles at the United States. We want peace and that's the only way to get it."

CIA Agent Charles Longacre attended the meeting as a matter of routine because a Soviet official was scheduled to speak. He brought along his secretary to take down any information affecting national security.

Longacre goaded Groganovitch into a vodka-drinking bout with Mayor Stanley V. Gaskill, a club member. Although Gaskill passed out and had to be taken by stretcher to a hospital, the plan worked. Longacre taunted the tipsy Russian, telling him he didn't know what was going on inside the Kremlin. Groganovitch then blurted out his story.

"The CIA has suspected this," Longacre said. "We knew of Groganovitch's boastful nature and planned accordingly. The only hitch developed after Groganovitch left. An elderly woman wouldn't let me go to make my report until I had taken some tea and cookies and looked at some stinking rose."

CHART 4

AN EXAMPLE OF NON-WRITING FOR THE MEDIA

Competency-Based Teacher Education is defined as a system of education which places high emphasis on the specification, learning, and demonstration of those competencies which are of central importance to the effective practicing of a given profession. The process of designing a competency-based program requires (1) specifying in advance expected outcomes in terms of competencies to be demonstrated by graduates of the program, (2) developing learning opportunities and environments expected to facilitate students' progress toward specified outcomes and (3) constructing and using competency assessment procedures, instrumentation and materials to verify the student's attainment of the identified competencies. All three segments of the program should be developed and implemented simultaneously.

The competency-focused program is not replacing the approved program approach which has been operative in the State since 1962. On the contrary, the competency-based philosophy extends or expands the approved program emphasis. There is a special focus on evaluation and assessment with the objective of assisting students and curricula to achieve maximum educational effectiveness. There is a particular emphasis on curricula designing. The conceptualization of the curricula is on the basis of pre-determined goals, objectives or competencies that are role-derived. Whatever the curriculum for a particular program is determined to be, it must be flexible enough to accommodate students on an individual basis as determined through assessment procedures. The competency-based approach is characterized by such terms as self-pacing, individualization and independent study.

The competency movement is considered to be a longitudinal transition developing as experience and research dictate the development rather than a short-term over-night changeover.

III. LOCAL COUNCIL OFFICERS, 1975-1976

ALAMANCE COUNTY COUNCIL

President—Robert B. Parker, 115C Sue Ann Court Ext., Carrboro 27510
President-Elect — Cynthia P. Kohler, 604 Chateau Apts., Chapel Hill 27514
Secretary—Rebecca S. Phillips, Rt. 1, Box 359-30, Burlington 27215
Treasurer—Catherine G. Johnson, 319 West Elm, Box 64, Graham 27253

GREATER APPALACHIAN COUNCIL

President—Sharron Robinson, 148 Spencer Heights, Lenior 28645
President-Elect—Eris Dedmond, 412-A East Howard St., Boone 28607
Secretary—Sandra Starnes, Rt. 3, Box 274, Granite Falls 28630
Treasurer—Alda Ernest, 840 Creekway Dr., N.W., Lenoir 28645

BLUE RIDGE COUNCIL

President—Linda Little, 1006 F St., North Wilkesboro 27659
President-Elect—Kaye R. Edmisten, Rt. 1, Box 189K, Wilkesboro 28697
Secretary—Rosetta W. Sebastian, P. O. Box 936, North Wilkesboro 28659
Treasurer—Judy Blackburn, Rt. 1, Box 353, Ronda 28670

GREATER CABARRUS

President—Margaret Willie, 509 Spring St., Kannapolis 28013
President-Elect—Ralph Covington, 68 Franklin Ave., Concord 28025
Secretary—Eva Readling, 122 Union St., N., Concord 28025
Treasurer—Frances Tuttle, 1306 Oakwood Ave., Kannapolis 28013

CAPE FEAR RIVER COUNCIL

President—Lucy Rivenbark, Rt. 1, Watha 28471
President-Elect—Evelyn Troy, 201 W. Columbus St., Whiteville 28472
Secretary—Sandra Green, Rt. 1., Box 182A, Kelly 28448
Treasurer—Judith Stocks, Homestead Mobile Home Park, Whiteville 28472

CATAWBA VALLEY COUNCIL

President—Nellie R. Pruitt, Rt. 1, Box 609, Hickory 28601

President-Elect—Frankie S. Moore, 507 Second Ave., N.W., Conover 28613
Secretary—Rachel H. Teague, Rt. 8, Box 10, Hickory 28601
Treasurer—Geneva P. Bolick, P. O. Box 83, Hickory 28601

GREATER CHARLOTTE COUNCIL

President—Pat Engle, 6343 Deveron Dr., Charlotte 28211
President-Elect—Evelyn Crutchfield, 2327 Hayloft Circle, Charlotte 28211
Corresponding Secretary—Millie Cansler, 6718 Brynwood Drive, Charlotte 28211
Recording Secretary—Mary Ann Unferth, 3327 Bonneville Dr., Charlotte 28205
Treasurer—Johnsie Grier, 1814 Crestdale Drive, Charlotte 28216

GREATER CLEVELAND COUNTY COUNCIL

President—Howard Bryant, 703 Crescent Circle, Kings Mountain 28086
President-Elect—Willie Lee, 1350 Frederick Ext., Shelby 28150
Secretary—Deborah Corry, 1403 Wesson Rd., Rt. 11, Box 558, Shelby 28150
Treasurer—Becky Howard, 923 Hampton St., Apt. 15, Shelby 28150

CROSS CREEK COUNCIL

President—Marie S. Parker, 2721 Huntington Rd., Fayetteville 28303
President-Elect—Nancy Huston, 2808 Trentwood Court, Fayetteville 28304
Corresponding Secretary—Gladys Hollingsworth, 2007 Newark Ave., Fayetteville 28306
Recording Secretary—Rachel Henningsen, 243 Reilly Rd., Fayetteville 28306
Treasurer—William Monroe, Jr., 5007 Catalpa Rd., Fayetteville 28304

CUMBERLAND COUNTY COUNCIL

President—Daphne M. Williams, 2244 Stanton St., Fayetteville 28304
President-Elect—Jennie L. McGrew, 1323 Odom Dr., Fayetteville 28304
Corresponding Secretary—Willie Ann Gillis, 1388 Edgecombe Ave., Fayetteville 28301
Recording Secretary—Beulah Crenshaw, 1833 Gala Dr., Fayetteville 28301
Treasurer—Evelyn D. Zaremski, 5403 Raeford Rd. Fayetteville 28304

EASTERN NORTH CAROLINA
President—Norma Norris, Rt. 2, Box 246, Kinston 28501
President-Elect—Wilma T. Dupree, 411 Greenfield Blvd., Greenville 27834
Secretary—Jane DelMastro—702 W. Vance St., Wilson 27893
Treasurer—Edith Warren, Box 448, Farmville 27828

GREATER GASTON
President—Walline Best, Box 21, Route 1, Bessemer City 28016
President-Elect—Gloria Galloway, New Hope Road, Belmont 28012
Corresponding Secretary—Honerii Wells, 1609 Fairfield Dr., Gastonia 28052
Recording Secretary—Vickie Harris, 2199 Ridgewood St., Gastonia 28052

GREATER GREENSBORO
President—Marian L. Vick, 1601 S. Benbow Rd., Greensboro 27406
President-Elect—Colleen Hodgin, 6016A Lucye Lane, Greensboro 27410
Corresponding Secretary—Edna N. Fisher, 1310 Benbow Rd., Greensboro 27406
Recording Secretary—Judy Powell, 3102 F Yanceyville Rd., Greensboro 27405
Treasurer—Alma Hart, 4202 Tallwood Dr., Greensboro 27410

HARNETT
President—Harriet McCarrell, P. O. Box 211, Coats 27521
President-Elect—Earthalene Clark, P. O. Box 382, Lillington 27546
Secretary—Shelby Coleman, Rt. 3, Lillington 29546
Treasurer—Gladys Dixon, P. O. Box 326, Buies Creek 27506

HAYWOOD COUNTY COUNCIL
President—Frances Ratcliffe, 1121 Ratcliffe Cove Rd., Waynesville 28786
President-Elect—Jane Bird, 108 Pisgah Dr., Waynesville 28786
Secretary—Patty Summers, Rt. 1, Box 60, Clyde 28721
Treasurer—Sara Jane Allen, 6 Johnson Dr., Canton 28716

JACKSON COUNTY
President—Sally Terango, P. O. Box AW, Cullowhee 28723
President-Elect—Ellen Bird, P. O. Box 51, Cullowhee 28723
Secretary—Mary Watson, P. O. Box 417, Franklin 28734
Treasurer—Mildred DelForge, P. O. Box 211, Cullowhee 28723

MONTGOMERY COUNTY COUNCIL

President—Dorothy U. Moore, 419 S. Pearl St., Troy 27371
President-Elect—Betty Matheson, P. O. Box 606, Mt. Gilead 27306
Secretary—Louise Nooe, 522 E. Main St., Troy 27371
Treasurer—Rosalie Booker, P. O. Box 566, Candor 27229

MOORE COUNTY COUNCIL

President—Jean Auman, West End 27376
President-Elect—Peggy Gordon, 1385 Pee Dee Rd., Southern Pines 28387
Secretary—Iola Walton, Box 891, Carthage 28327
Treasurer—Jean Robbins, Box 236, Aberdeen 28315

NORTH CAROLINA TWO YEAR COLLEGE COUNCIL

President—Linda Atkins, Box 600, Lenoir 28645
President-Elect—Rebecca Johnson, P. O. Box 151, Whiteville 28472
Secretary—Joyce Maxey, P. O. Box 457, Clyde 28721
Treasurer—Ken Hanauer, Rockingham Community College, Wentworth 27375

NORTHEASTERN ALBEMARLE COUNCIL

President—Naomi E. Fulford, Powell's Point
President-Elect—Mrs. James Todd, Sr., 1206 Park Drive, Elizabeth City 27909
Corresponding Secretary—Lillie Perry, 1202 Mitchell Dr., Elizabeth City 27909
Recording Secretary—Mrs. Tyra Newell, III, 903 Wareham St., Elizabeth City 27909
Treasurer—Milton Sawyer, Pine Lake Dr., Elizabeth City 27909

NORTHEASTERN NORTH CAROLINA COUNCIL

President—Pam Cooper, Rt. 1, Box 133, Washington 27889
President-Elect—Beatrice Jenkins, Riverview School, Murfreesboro 27855
Treasurer—Constance Richardson, West Bertie Elem. School, Lewiston 27805

ONSLOW-LEJEUNE COUNCIL

President—Susan E. Rumbley, 1015 Daniel Place, Jacksonville 28540
President-Elect—Mark Roberts, 1119 Hendricks Ave., Jackville 28540
Secretary—Elizabeth Bush, 610 Doris, Jacksonville 28540
Treasurer—Evon Garriss, 1210 Brynn Marr Rd., Jacksonville 28540

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PAMLICO RIVER COUNCIL

President—Sally R. Pinkham, Rt. 2, Box 312A, Washington 27889
President-Elect—Ruby P. Bailey, P. O. Box 161, Washington 27889
Corresponding Secretary—Linda Lillard, 605 Avery St., Greenville 27834
Recording Secretary-Treasurer—Mildred E. Brooks, P. O. Box 65, Bath 27808

PIEDMONT TRI-COUNTY COUNCIL

President—Kay M. Spittle, 514 Secrest Ave., Monroe 28110
President-Elect—Barbara Funderburk, 1216 Neal St., Monroe 28110
Secretary—Josephine C. Smith, 407-A N. Thompson St., Monroe 28110
Treasurer—Beatrice Colson, P. O. Box 302, Wingate 28174

RALEIGH-WAKE COUNTY COUNCIL

President—Helen Adams, Rt. 10, Box 529A, Raleigh 27603
President-Elect—Margaret Hawkins, 1317 Dixie Trail, Raleigh 27607
Secretary—Nelma Knight, 426 Lamont St., Raleigh 27610
Treasurer—Mary Johnson, Rt. 4, Box 711, Raleigh 27606

GREATER RANDOLPH COUNCIL

President—Cynthia Pierce, Rt. 3, Asheboro 27203
President-Elect—John Maddox, Rt. 2, Asheboro 27203
Corresponding Secretary—Ruth Spargo, Rt. 6, Box 343, Asheboro 27203
Recording Secretary—Carl Ryerson, Rt. 4, Box 421, Asheboro 27203
Treasurer—Leonard Simmons, Apt. 12A, Kings Way Road, Asheboro 27203

RICHMOND COUNTY READING COUNCIL

President—Mary A. McKenzie, P. O. Box 88, Rockingham 28379
President-Elect—Constance Barbee, P. O. Box 563, Southern Pines 28387
Secretary—Josephine Harris, P. O. Box 544, Hamlet 28345
Treasurer—Delette Sibley, P. O. Box 6280, Rockingham 28375

GREATER ROWAN COUNTY COUNCIL

President—Pat Julian, Rt. 3, Box 593, Salisbury 28144
Secretary—Shirley Ritchie, 2526 Duke Circle, Salisbury 28144
Treasurer—Willa C. Bryant, 427 South West St., Salisbury 28144

RUTHERFORD COUNTY COUNCIL

President—Freda Jones, P. O. Box 295, Ellenboro 28040
Secretary—Joy Smith, Rt. 2, Box 74C, Forest City 28160
Treasurer—Nancy Perry, Rt. 4, Green Briar Dr., Forest City 28160

SCOTLAND COUNTY COUNCIL

President—Mildred Leak, Box 241, Gibson 28343
President-Elect—Carol Whitehead, Rt. 1, Lakewood Hills, Laurinburg 28352
Corresponding Secretary—David Covington, P. O. Box 701, Laurinburg 28352
Recording Secretary—Ellen Hubbard, 1207 Charles Dr., Laurinburg 28352
Treasurer—Mrs. W. L. Baker, Box 1833, Laurinburg 28352

STOKES COUNTY COUNCIL

President—Frank Sells, Rt. 1, Box 159, King 27021
President-Elect—Velma Clara Teague, 131-10 Dalewood Dr., Winston-Salem 27104
Secretary—Jacqueling A. Seay, Rt. 2, Box 309, Walnut Cove 27052
Treasurer—Deborah Ann Smith, Rt. 1, Box 37, King 27021

TRIANGLE COUNCIL

President—Glenn B. Freedman, 624C Hibbard Dr., Chapel Hill 27514
President-Elect—Jeri Mayer, 618 Wells Court, Chapel Hill 27514
Secretary—Sue Wakild, 202 Bruton Dr., Carrboro 27510
Treasurer—Carolyn Barry, 536 Bywood Dr., Durham 27705

WINSTON-SALEM/FORSYTH COUNTY COUNCIL

President—Pat T. Rudy, 3058 Bonhurst Dr., Winston-Salem 27106
President-Elect—Catherine Kennedy, 2717 Fondly Rd., Winston-Salem 27105
Corresponding Secretary—Koga Dalbey, 1505 Woods Rd., Apt. 107, Winston-Salem 27106
Recording Secretary—Elizabeth Martin, 3820H Salem Square, Winston-Salem 27104
Treasurer—Texie Fleming, 828 Knollwood St., Winston-Salem 27103